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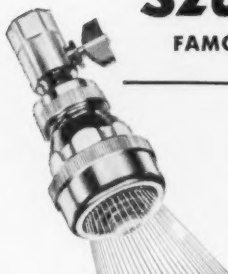
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Editorial and
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Eastern Office
101 PARK AVE.
NEW YORK 17, N.Y.

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Advertising Office
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THE NATION'S SCHOOLS

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

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AMONG THE AUTHORS

It's going to be different, going to school in 2000 A.D., and J. HARTT WALSH predicts some of these differences on page 47. An experienced crystal gazer, Dr. Walsh in an article for *The NATION'S SCHOOLS* published in October 1954 prophesied changes in education in this half century. Since 1948, Dr. Walsh has been dean of the college of education at Butler University. He has also served as associate professor at Washington University, St. Louis, and has held school administrative positions in Minnesota and Wisconsin. During World War II, Dr. Walsh was chief educational consultant for the Army Air Force Technical Training Command at Truax Field, Wis. From 1943 to 1946 he was commanding officer of the navy's college V-12 program.



J. Hartt Walsh

A journalist tells more than "just the facts" on page 59. Newspaper Editor D. K. WOODMAN tells school administrators the "how and why" of good press relations. Mr. Woodman is editor of the *News-Journal*, Mansfield, Ohio, and the author of many syndicated feature articles. He also likes to write children's plays, and devise puzzles and games in his spare time. The Woodman ménage includes, he relates, a noisy parakeet named Pete and a fat fox terrier named Judy.



D. K. Woodman



Henry M. Wriston

A brief glance at the range of HENRY M. WRISTON'S responsibilities reveals that his advice on the best use of administrative time is based on much experience (p. 54). President emeritus of Brown University, Dr. Wriston began his administrative career in 1925 as president of Lawrence University. From 1937 to 1955 he was president of Brown University. Active in a number of educational organizations, Dr. Wriston was the first president of the Association of American Universities. He also served as trustee and executive committee member of such groups as the Carnegie Foundation for the Advancement of Teaching, the World Peace Foundation, and the Carnegie Endowment for International Peace. At the present time Dr. Wriston is president and a director of the Council on Foreign Relations, executive director of the American Assembly, and chairman of the Secretary of State's public committee on personnel.

ANDREW J. OSBORNE and HAROLD C. COUSE describe how students at Red Bluff Union High School in California

produced a lively and successful TV show (p. 98). Both men are members of the faculty at the Red Bluff school. Mr. Osborne heads the social studies and counseling departments. Shortwave radio is among his hobbies, and he holds the enviable (?) position of first sergeant of a National Guard Battery, 85 per cent of whose members are his former students! Mr. Couse is an instructor in social studies. His audio-visual instincts were already showing when he took pictures and gathered material for social studies instruction during a European trip in 1950.

WILLIAM A. YEAGER'S report is not a happy one, as he begins on page 67 a series of articles concerned with the economic status of teachers. The articles are based on studies made at the University of Pittsburgh, where Dr. Yeager is professor of education and director of courses in school administration. Before going to the university in 1934, Dr. Yeager was associated with the teacher division of the department of public instruction at Harrisburg, Pa. He has also served as head of the education department of Kutztown State Teachers College in Pennsylvania and supervising principal at Ridley Park, Pa.



William A. Yeager

Teachers, principals, administrators, the city council, and the department of parks all helped with the planning for a new junior high school at Wyandotte, Mich. On page 82, Supt. PETER J. JENEMA describes the planning process which began in 1952 and culminated when students moved into the new building last fall. Mr. Jenema previously was superintendent at New Troy, St. Clair Shores, and Hazel Park, Mich. He is president of the Wayne County Superintendents' Association and chairman of the professional status of superintendents committee of the Michigan Association of School Administrators.



Peter J. Jenema

LORING C. HALBERSTADT takes a look into the Nineteenth Century and finds that using school buildings for community activities is not a new idea (p. 62). The historical perspective is familiar to Mr. Halberstadt; he has been president of the Vigo County (Indiana) Historical Society since 1946. His first acquaintance with Indiana schools was as a student in a "little red schoolhouse";



L. C. Halberstadt

since 1912 he has held teaching and administrative positions in that state and for the last 21 years has been director of business and research for schools in Terre Haute.

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Set sights on sites . . . Separate junior highs . . . Calmer days ahead . . . Integrating vocational, general education

By CALVIN GRIEDER, professor of school administration, University of Colorado

Homework. The fine conventions and the many other meetings which took place at Atlantic City in February yielded ideas and facts on a bewildering array of subjects. It is hard to imagine how any administrator, school board member, professor or anyone else could fail to take away a large budget of homework and a headful of stimulating thoughts, to be sifted and put to use back on the job. Some of the topics touched on in Administrator's Clinic this month and in the next few months were picked up there.

Set sights on sites. The perennial problem of site acquisition for new schools in rapidly expanding cities and suburbs is extremely acute now and bids fair to become more troublesome. In some communities, ordinances governing the creation of subdivisions take cognizance of the need for areas dedicated to public use, including school use. Subdividers are required, by such regulations, to deed a certain per cent of their land to the municipality, or make equivalent payment in lieu of land so that property can be purchased elsewhere for public use. As an example of such provisions, the following paragraphs are quoted from the ordinances of my home town (Boulder, Colo.) with the hope that school officials will be encouraged to initiate steps along similar lines where the need exists:

"Area for School and Recreation Use. Not less than 5 per cent of the total area of the subdivision shall be deeded to the city of Boulder for future school and recreation use.

"The exact location of such deeded property shall be subject to approval of the city planning board.

"In lieu of the above requirement of 5 per cent of the total area of the subdivision for future school and recreation use, the subdivider may, upon approval of the city planning

board, contribute 5 per cent of the raw land value of the subdivision to the permanent park fund of the city of Boulder, to be used for recreational purposes within three-fourths of a mile of the nearest boundary of the subdivision. Unless otherwise appraised by three disinterested experts in land values, \$2000 per acre shall be considered to be the raw land value of the subdivision.

"In certain locations, the subdivider may be requested to reserve an additional area of not more than 10 acres for purchase by the city or school board, at a negotiated price based on raw land values, within a period of three years of the date the plat is recorded."

It should be said that in the community where this rule obtains the county, city and school district cooperate fully in city and fringe area planning.

Reactionary! The junior high school has for some years been the leading institution for the education of young adolescents, and probably has lived up to our expectations of it pretty well. Now at the risk of being called all kinds of names, including "reactionary," I am going to suggest something which would perhaps enable the junior high even better to serve the needs and interests of its population.

One of the basic facts about early adolescent children is that the girls are from a year to two years farther along the path to maturity than the boys. In these times, when so many new junior high schools are being built, why wouldn't it be a good idea to separate the boys and girls for three years? This would give the boys a chance to catch up with the girls, and the girls a chance to get more serious studying done without worrying so much about boys. By the time students reach senior high school the

sexes are more nearly alike in maturity, and coeducation could be resumed.

Most junior high school boys are not interested in girls, but many girls that age *are* interested in boys. Each group is a distraction to the other, but in different ways. I believe both groups could do better school work in separate schools, and the schools could cater better to their needs and interests.

In urban and heavily populated suburban areas it would be possible to operate smaller schools, of a size preferred by most principals. This idea would not be applicable to small communities, but when total junior high school enrollment reaches approximately 500, separate schools might well be seriously considered.

Calmer days ahead. Over the coffee cups and along the Boardwalk at Atlantic City the desegregation of schools received far more attention than in the meetings. Perhaps by next year it will be possible for more people to think and talk about it in a calmer and more reasonable way than now—let's hope so, at any rate.

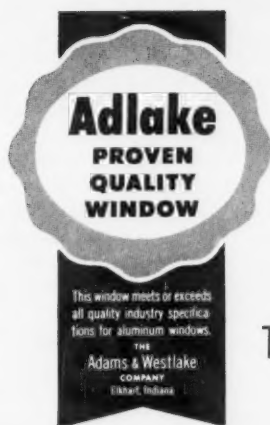
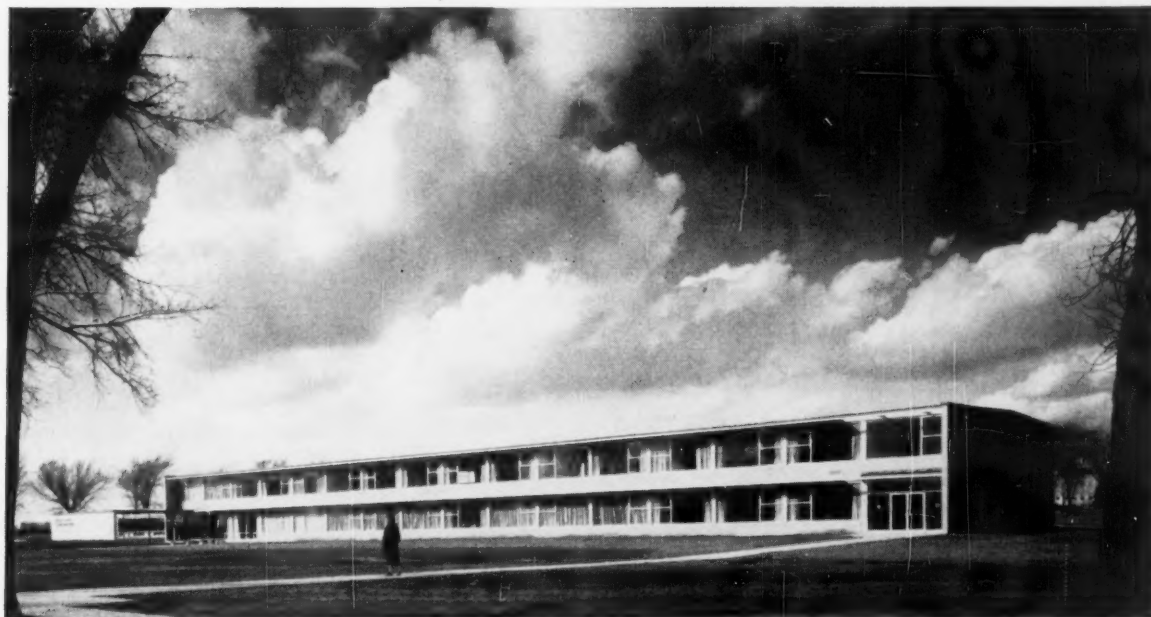
One Southern gentleman made the suggestion that a national popular referendum be held to decide whether segregation or integration shall be the law of the land. This seems to me a most dangerous proposal, which would completely change the position of the Supreme Court in the structure of our government. It resembles the nefarious attempts of the Nationalist government of South Africa to make that country's highest court subservient to the "High Court of Parliament"—to destroy the essential safeguard of the rule of law.

Of course, in a sense we now possess a constitutional method by which the people can express their will on proposed changes in the fundamental instrument of our government: the provisions for amending the Constitution itself. In this somewhat enlightened age it is most improbable that the American people would incorporate into basic law any such irrational feature as segregation on the basis of race, creed or national origin. The Scripps-Howard newspapers have as their motto, "Give light and the people will find their own way." That slogan is just about what the court meant; would that it were the governing principle where controversy rages.

Let's integrate vocational and general education. Speaking of integra-

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Administrator's Clinic, Cont.

tion, there is another kind of integration which a few states and hundreds of communities could work on: the integration of general and vocational education. The point I have in mind particularly is the need for integrating staff and supervision of staff. In many secondary schools which offer vocational agriculture and home economics there is a division in both respects. The teachers of vocational subjects all too often feel and act as a group apart; the supervision of vocational teaching is carried on by state super-

visors, who often don't feel responsible to principals and superintendents.

Fortunately much progress has been made at the state level and in some instances at the local level in straightening out this situation. The present generation of vocational educationists is less inclined than their predecessors to perpetuate the notion that vocational and general education must be kept in watertight compartments. The unification of state boards of vocational education and state boards of education has been achieved in most states, and others are working at it.

There should be no mistake about local superintendents' and principals' responsibility for all supervision. Such help as specially qualified state supervisors can provide in vocational and other curricular areas is welcomed if it is intelligently offered, and if it fits in with the well defined scheme of administration and supervision that is now accepted practice.

READER OPINION

A Career Personnel Policy

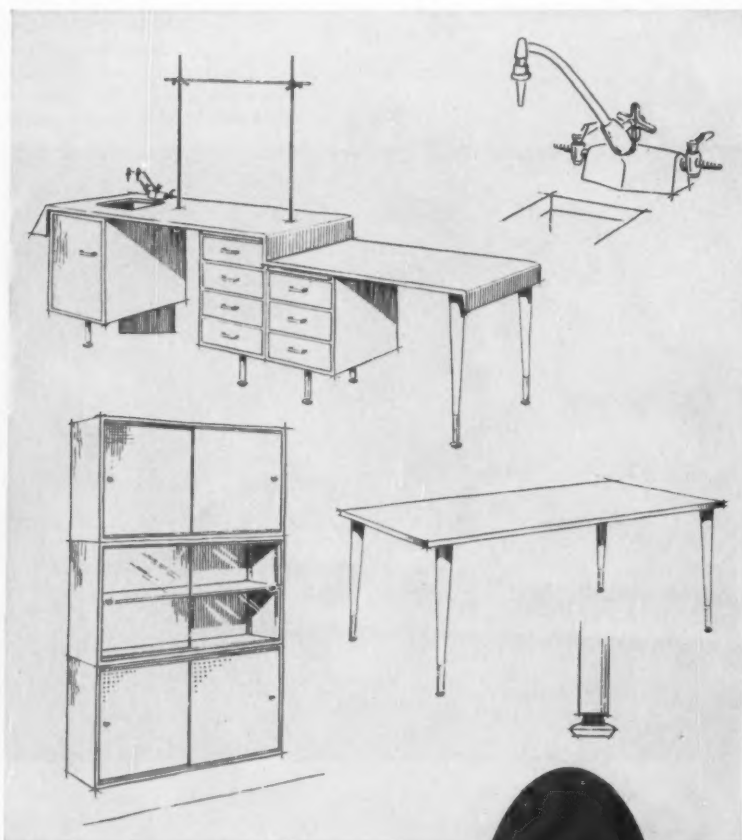
The editorial "The Measure of Merit Rating" in the March issue of *THE NATION'S SCHOOLS* makes some excellent points that need to be made. However, why spoil the editorial with a bad heading? The main issue isn't merit rating. The editorial strikes at one of the major issues in school administration.

The whole future of the teaching profession in the United States rests upon the growth of a responsible profession capable of disciplining itself in such a rational manner that all well intentioned citizens will come to appreciate the profession and its ways and means of guaranteeing quality. At present, the profession is defenseless because it has no plan. When the industrial management member of a local board wants to evaluate teaching by the piecework method or by administrative ratings, he seems to make sense.

In point of fact these proposals seem senseless to both professional and lay people who have long been associated with the schools. They are senseless because they will not work. Just as arrangements that have delegated part of the teacher's task to assistants would destroy the profession, so would administrative ratings demean the profession and destroy the priceless trends toward better human relations and more democratic administration in the schools.

The editorial is timely because there is a sharply renewed interest in a salary schedule that is something more than a recognition of education and years of service, stemming from:

1. The impetus of the White House Conference.
2. The maturation of the profession.
3. The greatly increased amounts of money available for salary schedules.



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Reader Opinion, Cont.

The Fund for the Advancement of Education has recently released a publication entitled "Teachers for Tomorrow." This document contains useful data about the shortage of teachers.

The schools in New York State have been operating under regulations requiring the recognition of quality in the salary schedule. The department of education at Albany has released a number of studies in the field of the evaluation of teaching. The "Ohio Teaching Record Anecdotal Observation Form" is a useful instrument in this field. A second state, Utah, has a legislatively supported commission studying this problem.

West Hartford, Conn., (Edmund H. Thorne, superintendent) has experimented with parts of a career personnel policy. The evaluation of this policy by a lay committee is one of the most interesting recent developments. Glencoe, Ill., (Paul Misner, superintendent) has had long experiences with parts of a career personnel policy. Another district that has experimented with the career personnel policy is East Lansing, Mich., (C. E. MacDonald, superintendent).

In spite of the fact that in everything I have written and said I have always condemned administrative ratings, I still find that most people associate anything in this field with administrative ratings. My own program is based on the simple principle that the profession must give the people good teaching; that the profession must, through good democratic administration, support and administer career personnel policies that take in all factors affecting good teaching. A salary schedule by itself isn't a personnel policy; it is simply a salary schedule. I believe that we must get away from the term "merit rating" and talk about "good teaching," about "quality teaching," about "cooperative evaluation," about "single salary schedules based upon multiple-factor evaluation."

The ideal for any school system is a career personnel policy based on the worth of the individual and the protection, growth and development of the children and adults served by the educational program. Only such a policy will attract to the profession and hold in the profession the able and dedicated teachers that the American community desires.—G. ROBERT KOOPMAN, associate superintendent, Michigan Department of Public Instruction, Lansing.

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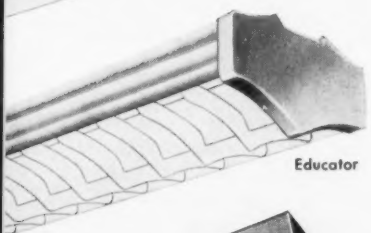
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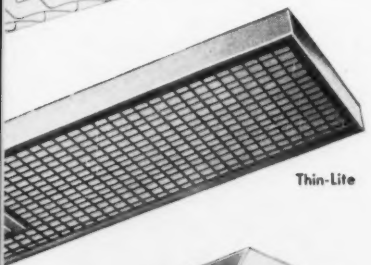
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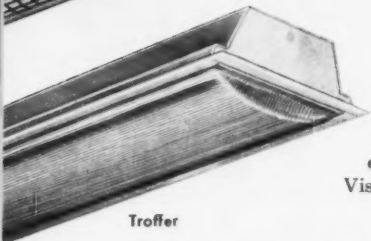
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ROVING REPORTER

**"Bring Something You Have Made and the Directions" • Rural School
Meets Community Needs • Farm and City Student Exchange Program**

"ANY TIME BEFORE MARCH bring in something you have made and bring the directions with it."

These were the instructions Jessie Woodman gave the members of her reading technics class at Grover Cleveland High School, Caldwell, N.J., just before the Christmas holidays began. All fall she had been emphasizing the importance of reading directions carefully and correctly.

The first day after the vacation one of the poorer students walked into the classroom with a model airplane and the directions for making it—the first spark of interest he had shown all year.

Although the teacher hadn't thought about food, the students did. On the deadline day several boys and girls



arrived with cakes, cookies and pies they had made. Forewarned, Miss Woodman had plates, silverware and napkins ready. The food, together with the recipes, was exhibited on a display table in the classroom, and then it was eaten.

Students became enthusiastic about the idea, and second, third and fourth exhibits were brought in—the classroom began looking like the Smithsonian, Miss Woodman said.

One result of the project was that the students achieved a greater liking and respect for a subject that always has a certain amount of stigma attached to it. One rather difficult boy said, as he ate a piece of cake, "I bet everyone will want to take this course next year."

WITH LITTLE MONEY but a great deal of ingenuity, teachers, children and adults have made their rural school in a mountainous area of Kentucky one that meets the needs of the pupils and their community.

The school is the Lerosé Elementary School in Owsley County. It has six grades and four teachers.

One of the first steps, planned together by teachers and pupils, was improving the school's appearance. Stools are logs sawed to the desired heights and painted pastel colors. Shelves and storage cabinets are orange crates and apple boxes from a local store. Bulletin boards and draperies were made from dyed burlap bags. The floor was covered with redecorated scrap linoleum. From scrap paper from the county newspaper office the children made charts and murals.

Each classroom designated a shelf for its science display. Children carried to school toad frogs, bullfrogs, tadpoles, creek minnows, mud turtles, terrapins, water plants, house plants, insects, samples of soil, rocks, leaves, nuts.

Fifth and sixth graders became so interested in soil they began a unit on it. Each pupil brought a sample of soil packed in a glass jar; the soil was analyzed and labeled. A local man lent the children a microscope, a pair of scales, and a magnifying glass for the project.

In an outdoor science classroom old bus seats donated by a local minister were arranged under some giant sycamores. Trees, shrubs, and wild flowers were transplanted and labeled. Bird feeding stations and houses were added. Fish and water animals live in the near-by brook. "From this," explains Principal Martha D. Turner, "we are learning not only to be collectors but what and when to collect and that some things just cannot be removed from their natural environment."

A parent donated an old car to the school playground. The children were so enthusiastic that a "Junk Play-

ground" was designated. Here are old automobile and tractor tires, concrete blocks, bricks, scrap lumber, carpenter tools and nails with which the children can experiment and create.

Another area of the school campus is a picnic area, with a grill, a picnic table and benches donated by the board of education, and a garbage can given by a parent. Adults as well as children use this area.

FARM BOY AND CITY BOY are learning something about the way the other lives through a student exchange program in Ohio.

Three students from Parma, a suburb of Cleveland, spent a week at the homes of three farm boys in Wayne County. They attended classes with their hosts (all of them vocational agriculture students), helped do chores, and, in general, got a picture of farm life.

Two of the boys plan to spend some time on the farms of their new friends next summer. The three Wayne County boys spent a week in Parma in March.

The exchange was suggested by the Wayne County vocational agriculture teachers. They believe that more effort should be made to develop a positive understanding between farm and city dwellers. They also believe that first-hand experience is one of the best educational methods.

The teachers recommended that each boy exchanged should be a mature junior or senior, be a good student, come from a good home, be a fair speaker and mixer, and be a non-smoker. The last characteristic is important from a safety point of view for boys who will be around barns. Faculty members selected the students who took part in the exchange program.

So successful was this year's program that next year Wayne County teachers hope eight boys from Cleveland will be able to participate, one for each high school vocational agriculture department in the county.



SERVE HALF-CUP PORTIONS OF HEINZ BEANS for less than 3½¢ each!

High-protein beans are one of the lowest-cost ways to meet School Lunch Program requirements. And when you serve appetizing, high-protein Heinz Beans, you serve the kind that young folks—from kindergarten to college—eat and enjoy at home. Heinz Beans complement so many menu combinations . . . let you add

important nutrition and appetite appeal and still keep costs under tight control. And there's no waste and practically no preparation time. Just open them as you need them, heat and serve. Your Heinz man, as a trained school lunch counselor, can help you solve many of your lunch menu problems with Heinz Beans. Ask him.

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CHEF  SIZE
BEANS



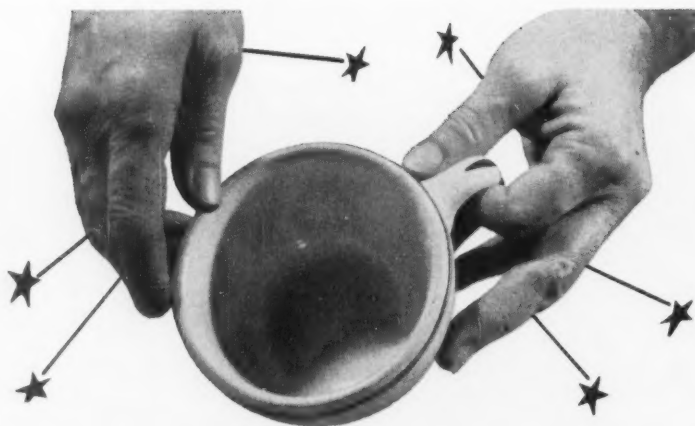
YOU KNOW IT'S GOOD BECAUSE IT'S HEINZ

FREE! COST CONTROL MENU PLAN

H. J. Heinz Company, Pittsburgh, Pa.
Rush my FREE copy of "Let Heinz Plan Your School Menus," 32 pages of delicious varied menus and delicious portion-controlled recipes.

NAME _____
SCHOOL _____
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CITY _____ STATE _____

Do your employees
complain
that dishwashing
takes



too long—hands get rough and red?

**If they do, switch to rich-sudsing
FAME—it's fast, but gentle!**


FAME washes all tableware faster—pots and pans too! And FAME retains its effectiveness over long periods in any water—hard or soft, hot or cold. FAME *soaks* dishes to a shine in minutes! Even dried-on egg flushes free, to remain suspended in solution along with soils and grease. This high detergency cuts dishwashing time and costs; provides super-fast, spotless drying *without toweling!*

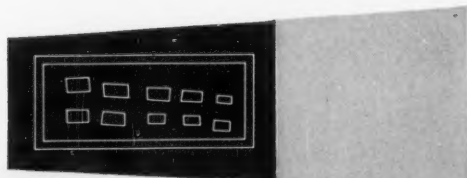
And FAME is pleasant to use. It's easy on the hands. It's pleasantly perfumed—no rancid soap odors. FAME's uniform white beads are easy to handle—never cake or lump. Your employees will *not* complain about FAME!

Save with FAME now! You buy your dishwashing compound by the pound, but you use it by measure. Don't be fooled by a lower price per pound. One hundred pounds of FAME completely fills a drum which holds from 250 to 350 pounds of ordinary dishwashing compounds. Get the complete economy story on FAME from your Wyandotte man today! Wyandotte Chemicals Corporation, Wyandotte, Mich. Also Los Nietos, California. Offices in principal cities.

● **FAME is fast, gentle, economical —
made especially for hand dishwashing!**



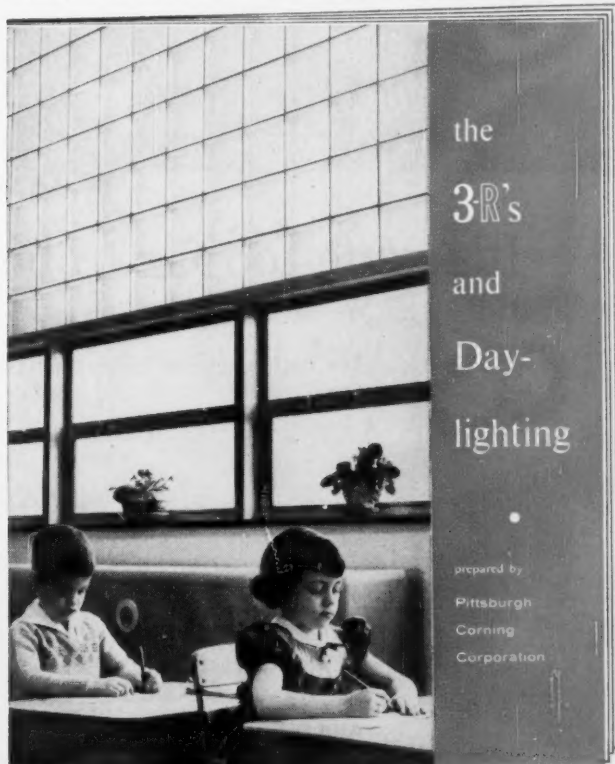
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CHEMICALS
J. B. FORD DIVISION



ANNOUNCING...

a booklet on the New Approach to Daylighting Schools

This 12-page booklet is about proper schoolroom daylighting and its contribution to modern educational techniques and child development. Your copy is waiting. Write Pittsburgh Corning Corporation, Dept. AK-46, One Gateway Center, Pittsburgh 22, Pennsylvania. In Canada: 57 Bloor Street West, Toronto, Ontario.



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It's gone too far to be called popularity

The typing teacher's regard for the Royal Standard is more like a *crush*.

"And why not?" teachers all over the country reply pretty firmly.

"Royals are easier to teach on. Royals are easier to learn on." That's the kind of talk they give you.

"And *rugged*," they say. "Well, they take abuse like a 200-pound center . . . with less time out for repairs."

O.K., O.K.! And may we offer you teaching aids as up-to-the-minute as a TV newscast? May we remind you that you also get valuable instructional demonstrations *free*?

And incidentally—900 service centers hop to give you prompt, efficient, accurate help, when needed.

ROYAL[®] *standard* **ELECTRIC • PORTABLE • Roytype[®] business supplies**
 Royal Typewriter Company, Division of Royal McBee Corporation

Broadcast to the whole school the address of a visiting V.I.P.—and monitor other programs, right in your office.



Let students record their practice sessions in orchestra, band or choir—then play it right back to them!

Get the kindergarten tykes to really take a nap, thanks to softly piped slumber music.



Direct special music to exclusively selected listeners—as here "rhythm" music to help a class in typing.

Provide radio or recorded music to public areas—for the annual fun night or any noontime session.



**you, too,
can have these
features of a
truly modern
school**

(whether you're building,
rebuilding or repairing)



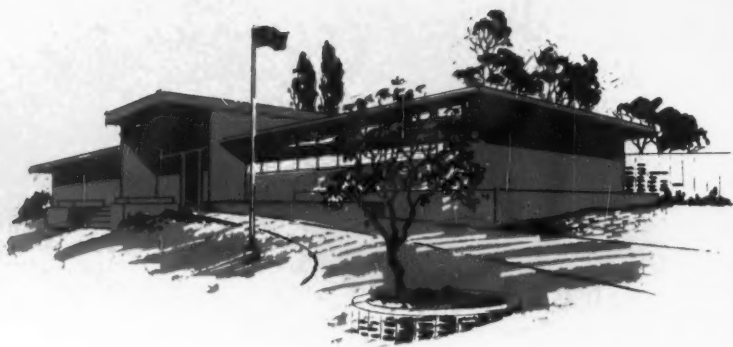
and...

have at hand the advantages of the Stromberg-Carlson Red Telephone Emergency Alarm . . . described more fully on the next pages.



STROMBERG-CARLSON COMPANY



A DIVISION OF GENERAL DYNAMICS CORPORATION
1706 UNIVERSITY AVENUE
ROCHESTER 3, N. Y.







Today. .the little red schoolhouse has been wired for sound!

PARTIAL LIST OF AMERICAN SCHOOLS EQUIPPED WITH A STROMBERG-CARLSON SYSTEM

Barrington Elementary School,
Barrington, Rhode Island
Beth Tfiloh Hebrew School, Baltimore, Md.
Cathedral High School, Natchez, Miss.
Dayton Street Public School, Newark, N. J.
Enid High School, Enid, Oklahoma
LaPorte High School, LaPorte, Ind.
Las Vegas School, Las Vegas, Nevada
Lynn Classical High School, Lynn, Mass.
Melrose High School, Melrose, Mass.
Mount St. Mary's Academy, Hookset, N. H.
North Davis Junior High School,
Clearfield, Utah
St. Joseph School, Hazleton, Penn.
St. Mary's Parochial School,
San Antonio, Texas
Santa Clara High School, Santa Clara, Calif.
Sunset High School, Dallas, Texas
E. S. Ward School, Downey, Calif.
Wells School, Canton, Ohio
Catholic High School, Topeka, Kansas
East High School, Wichita, Kansas
St. Joan of Arc School, St. Louis, Mo.
St. Boniface School, St. Louis, Mo.
St. James School, St. Louis, Mo.
Buckley High School, Buckley, Wash.
Wickersham Elementary School,
Buckley, Wash.
Robert Gray Junior High School,
Richland, Wash.
St. Joseph's School, Fort Atkinson, Wis.
Merrill Jr. High School, Merrill, Wis.
River View School, Milwaukee, Wis.
Holy Redeemer School, Milwaukee, Wis.
Milwaukee Vocational School,
Milwaukee, Wis.
Immaculate Conception School,
Milwaukee, Wis.
Aurora High School, Aurora, Ind.
Lawrenceburg High School,
Lawrenceburg, Ind.
St. John's Parochial School, Loogootee, Ind.

The American schoolhouse has grown up . And, in its present stature, its need for fast intercommunication  has increased just as rapidly as its rooms and enrollment.

Yesterday, teachers sent Little Annie scurrying  on errands. Today, anyone in the school, from  student to principal  can man the mike, supervise high fidelity record playing  or send and direct programs and announcements to any or all classrooms.

Stromberg-Carlson has been in Audio since 1898—and was a pioneer in the development of school communications systems. Now a division of General Dynamics Corporation, we have expanded facilities for deeper research and faster production—and *finances*, too, even to offer our products on long-term time-payment plans. We'd like to talk to you.



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Every Stromberg-Carlson System is Custom-Engineered to the Client's Needs . . . These Features are Typical of the Many Services Possible



SIMULTANEOUS CHANNELS

Two or three completely separate channels of communications can all be used simultaneously—say, radio on one, records on another and the third used for intercommunication, all easily monitored. Keys select and hold the desired terminus of each program. And there is available a single-channel system, too.

Stromberg-Carlson has it!



INTERCOM SERVICE

All systems (1, 2 or 3 channel) include intercommunication. This can be had through loudspeaking connection (the operator has a combination speaker-mike at head level on the console face) or, for privacy, through use of the hang-up telephone. If included in original installation, this feature requires no additional wiring.

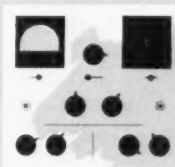
Stromberg-Carlson has it!



BROADCAST PROGRAMS

Music—news—important local or national events—concerts—drama—sports—all are available to the school using this AM-FM high fidelity tuner. 12 tubes with sensitivity that's tops even in difficult locations.

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FLEXIBLE CONTROLS

Controls are grouped by functions, for exceptional ease of operation. And they can be *pre-set*. For instance, before a morning address to the students, all connections and volume and tone levels can be tested and set, and the principal be put "on the air" by the mere flick of one switch.

Stromberg-Carlson has it!



RECORD PLAYER

The drawer of the equipment console is fitted with a Stromberg-Carlson record turntable and tone arm. Three speeds are available—33 $\frac{1}{3}$, 45 and 78 r.p.m. Optional is a 3-speed changer which plays a 1-inch stack of records—enough for 2 uninterrupted hours.

Stromberg-Carlson has it!



CUSTOM SERVICES

The make-up of a Stromberg-Carlson school communications system is very flexible. Channels, controls and the like can be varied easily to fit an individual school's special requirements. Yet the cost of a system reflects mass production of component parts.

Stromberg-Carlson has it!

Exclusive Feature:

The Red EMERGENCY Announcement Telephone

Anywhere in the school—principal's or custodian's office, boiler room, garage—this wonderful "safety valve" stands ready for action. When its handset is picked up, an instant connection is made to every loudspeaker on the premises. The telephone becomes a mike for emergency announcements, and if the convenient built-in emergency button is depressed, a siren tone grabs attention. This feature is effective within seconds even when the entire system has been turned off and cold for hours!



More, please,
... on the
next page

3 more reasons why it pays to consider the products and service of America's Oldest Sound Specialist

1

Dependable Distribution-Service System

Near your school is a factory representative who has been trained to specialize in the planning and installation of sound communications systems. If his firm is not listed under "Public Address and Sound Systems" in your telephone book, write us for his name and address.

2

Almost 70 Years of Experience

Stromberg-Carlson was founded in 1868 as a maker of telephone equipment. We have been in "the audio business" ever since, and recently became a division of the headline-making General Dynamics Corporation. Dependability plus is thus offered you.

3

Long-term Payments Available

Particularly if yours is an existing school, you may find our deferred payment plan attractive. A system tailored to your needs will be engineered, manufactured, installed and serviced, on a long-term payment basis. No capital investment is thus necessary.

We'd like to answer this coupon in person!

With the understanding that this request in no way obligates us, we would like to have a preliminary discussion with your nearest school communication system representative.

SCHOOL

ADDRESS

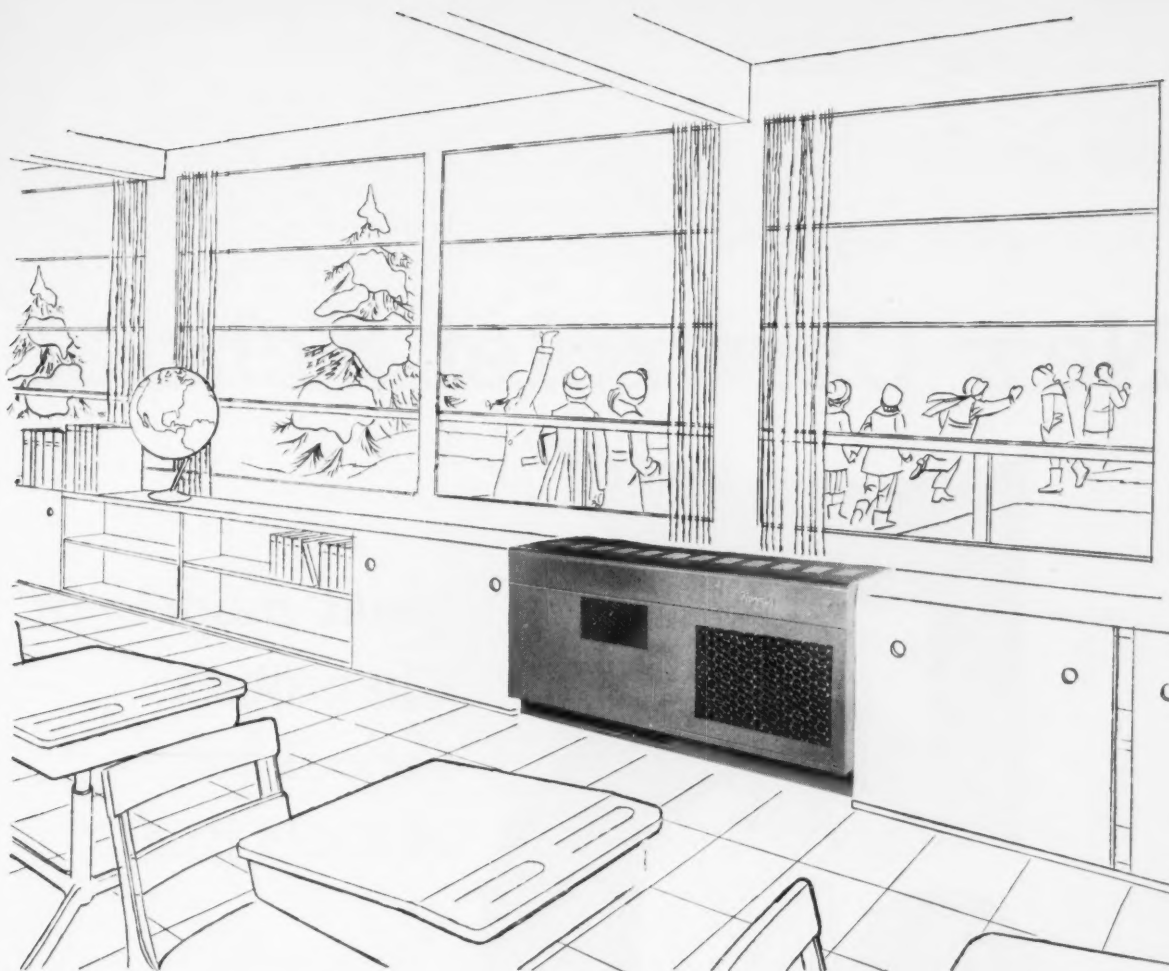
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Check this new low-cost method of heating schools

The new Norman Schoolroom Heater provides all the advantages of a central heating system at **low cost**. It is a big part of the answer to keeping school construction costs down.

It's compact and easy to install — can be recessed — or built in with bookshelves under a window. Cuts installation cost! No costly ductwork or additional ventilating systems needed.

And, because each room is individually heated, any number of classrooms can be added without expensive revamping of the heating plant.

Most important, the gas-fired Norman Schoolroom

Heater provides clean, filtered warm air that assures real comfort without hot blasts, cold spots or drafts.

Mail the coupon today for illustrated brochure.



AGA approved as a direct gas-fired Unit Ventilator for Schools, Churches, Offices, for use with natural, mixed, manufactured or LP gas.

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Extra Space For Living Through Modern Heating Design.

Send for your free copy of the Norman Sketchbook containing 32 pages of drawings with idea-stimulating marginal notes showing the space-saving advantages of the compact Norman Southern Horizontal Forced Air Gas Furnace.



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New Models!
New Features!
New Capacities!

New Chevrolet School

5

great models in
 Chevrolet's
 school bus
 chassis line!



MODEL 10802

240-inch wheelbase chassis,
 60-pupil capacity

● Here's Chevrolet's brawniest all-new chassis model for '56, featuring the new 322-cu.-in. Loadmaster V8, a new 5-speed transmission, heavier frame, Power Brakes and tubeless tires—all as standard equipment. The convenience and safety of Power Steering is optional at extra cost. Maximum G.V.W. is 22,000 pounds.



MODEL 8802

240-inch wheelbase chassis,
 60-pupil capacity

● Completely new for '56! Modern short-stroke V8 power is standard in this high-capacity model in combination with Chevrolet's famous 4-speed Synchro-Mesh transmission. Standard features include Power Brakes and tubeless tires. Power Steering is available as an extra-cost option. Maximum G.V.W. is 19,000 pounds.



MODEL 6802

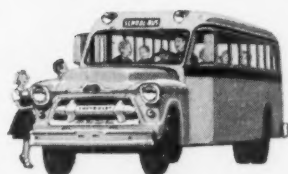
220-inch wheelbase chassis,
 48- to 54-pupil capacity

● Chevrolet's heavy-duty Thriftmaster 6, teamed with 4-speed Synchro-Mesh, supplies the power for this model. Short-stroke V8 power and new 5-speed transmission, optional at extra cost. Excellent weight distribution and handling ease are important features. Power Brakes standard. Maximum G.V.W. is 18,000 pounds.

Bus Chassis for '56

● Each one of these new Chevrolet models has what it takes to bring peak efficiency to your school bus operation. Each one is equipped with the most modern school bus chassis features money can buy — features that pay off in extra safety and stamina, greater economy and dependability! And each one meets or exceeds the most recent National Minimum School Bus Standards.

See your Chevrolet dealer for the models that best suit the requirements of your school bus system. . . . Chevrolet Division of General Motors, Detroit 2, Michigan.



MODEL 6702

194-inch wheelbase chassis,
42- to 48-pupil capacity

● Standard equipment includes: 6-cylinder high-compression valve-in-head engine, 4-speed Synchro-Mesh transmission, Power Brakes and tubeless tires. Chevrolet's high-powered Taskmaster V8, the new 5-speed transmission and Power Steering are optional at extra cost. Maximum G.V.W. is 18,000 pounds.



MODEL 4502

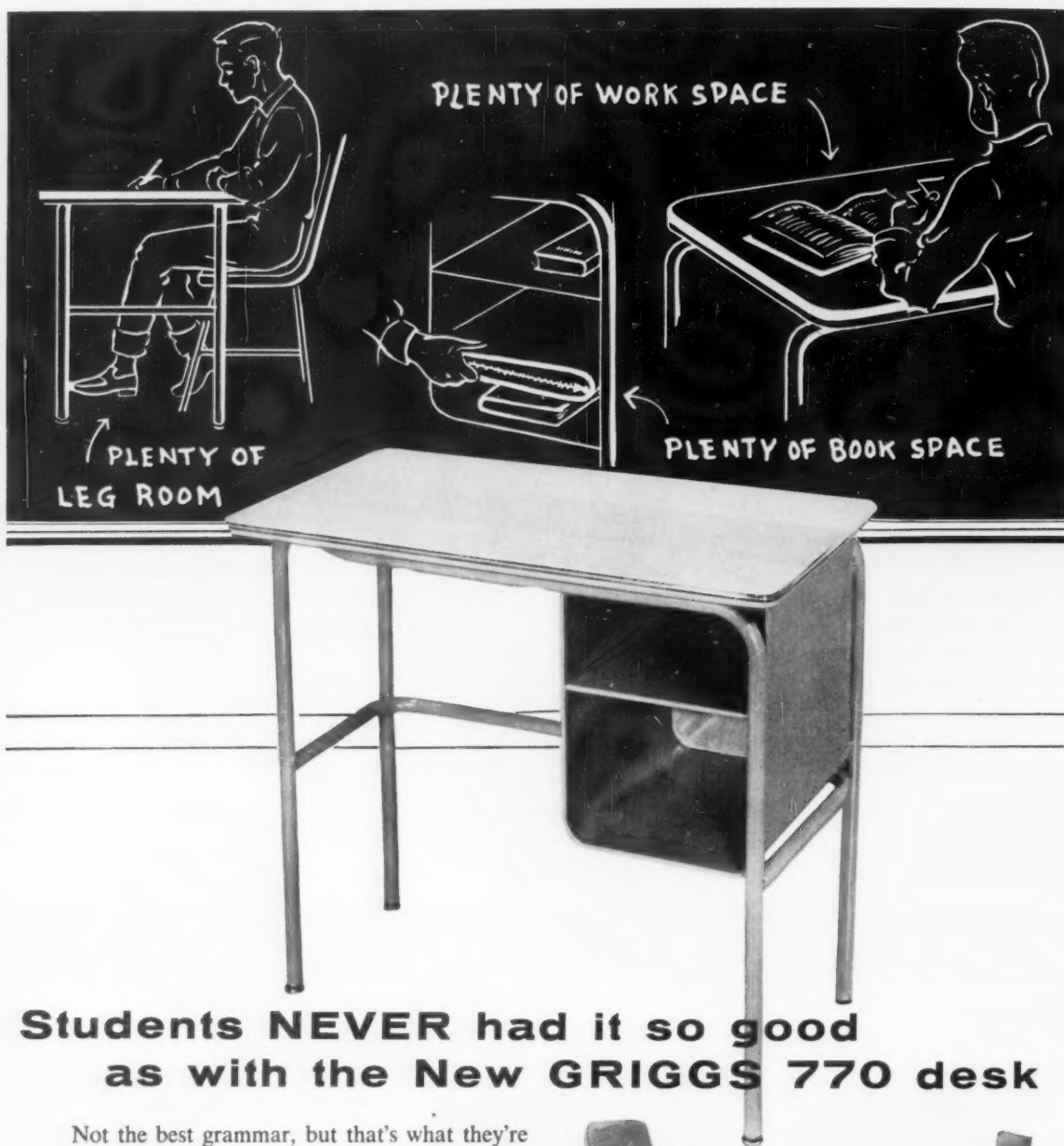
154-inch wheelbase chassis,
30- to 36-pupil capacity

● The Thriftmaster 6, long famous for economy and dependability, is teamed with 4-speed Synchro-Mesh in model 4502. Trademaster V8, Taskmaster V8, and Power Steering are optional at extra cost. Modern features (for all models) include tubeless tires and Ball-Gear Steering. Maximum G.V.W. is 12,000 pounds.

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Room for 8! Perfect for economical small-group transportation; and with rear seats removed you've got an all-purpose truck. Safety features include tubeless tires, Ball-Gear Steering, panoramic visibility and concealed steps. Available at extra cost are short-stroke V8 power, Hydra-Matic, Overdrive, 3- or 4-speed heavy-duty Synchro-Mesh, Power Steering and Power Brakes. Maximum G.V.W. is 5,000 pounds.



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Not the best grammar, but that's what they're saying when they see the brand new Griggs No. 770 Desk. Besides the student features — there are other items rating raves. Hardwood plywood top can be finished in plastic for years of wear. Book compartments are heavy gauge embossed steel; frame of sturdy tubular. And the metal frame comes in your choice of five colors . . .



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Model 50 MBW
Auditorium Chair

made for the 770 —
Airliner No. 740 Chair



practical streamlined
beauty . . . Skyliner
No. 450 Chair Desk



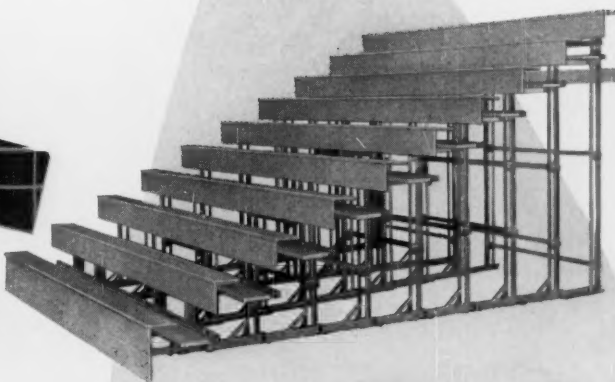
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Equipment Company

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enduring service, safety and satisfaction

Safer—FOUR double *vertical* uprights support *each* row. All spectator load rests directly on the floor, not on casters or walls.

Easier Operation—Interlocking of multiple supports and cushion-roller housings make for straight trackage, prevent binding, require minimum effort to open and close

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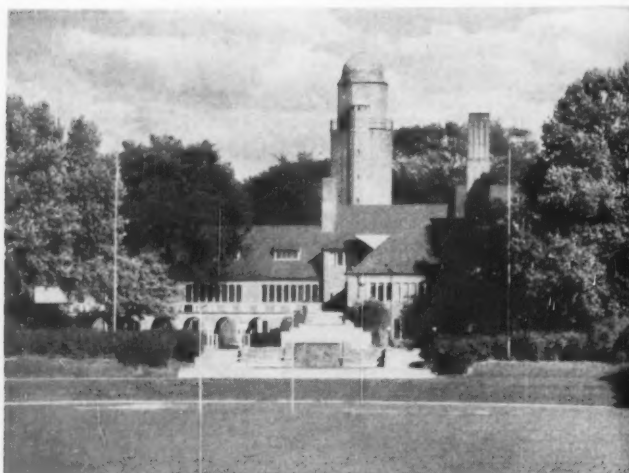


FLUCTUATING
LOADS

LOW OPERATING—
MAINTENANCE COSTS

LIMITED BOILER
ROOM SPACE

HOW A JIGSAW HEATING PUZZLE WAS SOLVED



Cranbrook School for Boys, Bloomfield Hills, Michigan
Heating Contractor: Laing Plumbing & Heating Company, Pontiac, Michigan
Engineer: Snyder & McLean, Detroit, Michigan

KEWANEE reserve plus rated **boilers**
MET SCHOOL HEATING NEEDS

A jigsaw puzzle heating problem . . . that's what it looked like at the Cranbrook School for Boys, Bloomfield Hills, Michigan, since the heating needs were so varied. But every puzzle piece fell into place when Kewanee Reserve Plus Rated Boilers were installed, because all heating needs were solved. Here's the way it worked:

Problem 1: Limited boiler room.

Solution: Two compact Kewanee Scotch Type Boilers with 50% reserve power guaranteed adequate heat under all conditions.

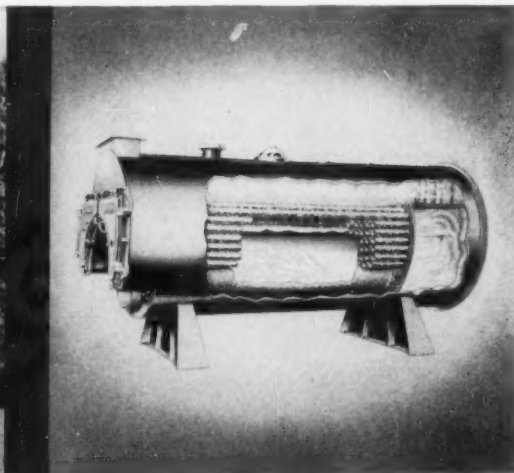
Problem 2: Fluctuating loads—boiler turned off nightly, turned on by stages in the morning.

Solution: Kewanee Boilers had sufficient reserve to assure a fast, dry steam when needed to give quick heat.

Problem 3: Low operating—maintenance costs.

Solution: Since Kewanee Reserve Plus Rated Boilers certify 50% extra power built in, they operate at "cruising speed." Result—less fuel used, less wear on boiler, greater efficiency delivered.

Kewanee Reserve Plus means boilers are rated on nominal capacity, with adequate power to take care of present needs, emergencies and future expansion. Boilers rated on maximum capacity are inadequate for today's fast growing school needs. Next time select Kewanee Boilers.



Kewanee LM-800 Series for 15 lbs. steam or 30 lbs. water installed in the Cranbrook School for Boys.

KEWANEE BOILER DIVISION
of American-Standard
101 FRANKLIN STREET, KEWANEE, ILLINOIS

KEWANEE  **BOILERS**

You can depend on Kewanee engineering

The NATION'S SCHOOLS

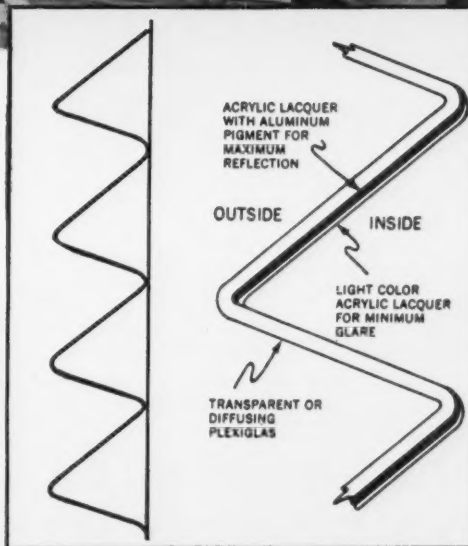


New way to control Sun Glare— use daylight louver panels of **PLEXIGLAS**

Daylight Louver Panels, formed from PLEXIGLAS acrylic plastic, provide nearly optimum visual environment in daylighting systems. As shown in the cross-section drawing at the right, they combine opaque louver slats, light transmission and weather closure in one continuous surface. The design results in—

- Effective shielding from sun and sky glare.
- Improved distribution of daylight—an "indirect daylighting" system for evenly distributed diffused daylight.
- Reduction of solar heat gain inside buildings through reflection of a high proportion of direct sunlight striking the window area.

The daylight louver panel system is based on the formability, strength and weather-resistance of PLEXIGLAS, and was developed at the Daylighting Laboratory of Rohm & Haas Company. The names of suppliers of stock and custom-formed panels, and our new brochure—"Daylight Control with PLEXIGLAS"—containing data and recommendations on the use of daylight louver panels, are available on request.



Cross-section of a daylight louver panel, and close-up of one louver.



Chemicals for Industry

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justly, the pride of six communities!

New Senior High School of the Chambersburg Joint School Authority, Chambersburg, Pa., serving six school districts. Architects: Lawrie and Green, Harrisburg, Pa.



One of many splendid features—this ideal multi-purpose gymnasium, end-result of the meeting-of-minds of 36 forward-looking school directors.

Floored, for a long future, with **NORTHERN HARD MAPLE**

The endurance, resilience and brightness that have made Northern Hard Maple flooring virtually the universal choice for gymnasium and multi-purpose rooms, make it ideal for other hard-usage school areas. It fights abrasion and impact, doesn't splinter. Cleaning and maintenance are easy. Refinishing, when finally needed, is simple (there's always a "new floor" underneath). Specify Northern Hard Maple with the confidence it has earned. It is available in regular strip or in block and pattern designs, in standard, warranted **MFMA** grades, offering almost endless variety. The **MFMA** mill-mark is your warranty of strict grading, genuineness of species and precision manufacture.



SEE SWEET'S

—Arch. 13J-Ma, for full technical data.

WRITE

—for 1956 official **MFMA** listing of approved floor finishing products.

MAPLE FLOORING MANUFACTURERS ASSOCIATION
SUITE 589, PURE OIL BUILDING, 35 EAST WACKER DRIVE • CHICAGO 1, ILLINOIS

The NATION'S SCHOOLS

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OPENING THE CURTAIN ON A MONEY SAVING ACT!

★ Blakeslee Model 86 PT-2PW
Dishwashing machine being moved
through lobby of DAVENPORT HOTEL
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DISHWASHERS GLASSWASHERS
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LARGE AND SMALL FOOD SERVICE OPERATORS EVERYWHERE SAVE MONEY

All across the nation, Blakeslee-Built Dishwashing machines, peelers and mixers are receiving enthusiastic praise. Users like the exceptional efficiency, the time and labor saving, conveniences of operation, cleaning and maintenance. Blakeslee-Built machines are an investment that pay for themselves in the first year's use. Write for literature.

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CLARIN DUAL PURPOSE MUSIC ROOM CHAIRS

ADD A ROOM TO



BAND PRACTICE ▶

CLARIN FOLDING MUSIC CHAIRS WITH THE TABLET ARM FOLDED DOWN AND OUT OF THE WAY. ▶▶▶



All photographs—The Music Room
Donnegal High School—Mount Joy, Penna.

Now music teachers can teach theory in the band practice room with the use of CLARIN dual purpose tablet arm music chairs. Students with instruments have complete freedom of arm movement for practice as the tablet arm folds completely down, out of the way. With the tablet arm up, a wide desk area is made available at just the right height for regular class use. You can add a complete classroom to your school for just slightly more than the cost of ordinary folding chairs. Write for complete, colorful catalog.

CLARIN MANUFACTURING CO. Dept. 14, 4640 West Harrison, Chicago 44, Ill.

QUALITY IS THE ONLY TRUE ECONOMY...AND

Clarin  QUALITY
SINCE 1925

YOUR SCHOOL!



CLARIN FOLDING MUSIC CHAIRS WITH TABLET ARM
LOCKED IN UP POSITION FOR ACADEMIC WORK.

MUSIC STUDY



Tablet arm raised
for composition.



Position of tablet arm
for band practice.

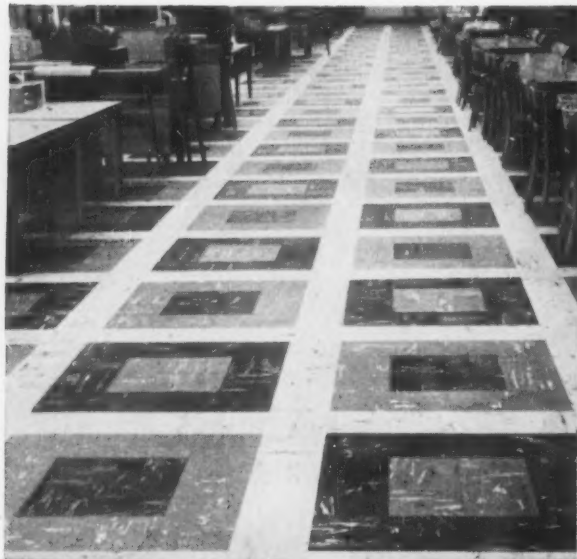
The CLARIN *Folding* Tablet-Arm Chair is an amazing mechanical accomplishment. A special, patented design allows the tablet arm to be locked in the up, or desk, position or simply, quickly swung down, completely out of the way. This means that not only can all band work be done in one room, but also that choral groups may perform class work and then practice rising as a group without hinderance. Versatility is easily obtained as chairs are readily moveable and can be completely folded to a 3" thickness when required.

TEN YEAR GUARANTEE STAMPED IN STEEL

With complete confidence in the inherent quality of *Clarin* chairs, plus our 30 years of specialized product "know how", we take pride in issuing an unrivalled 10-year *Guarantee* with every chair sold. The tangible sign of long-term economy is the date stamped in one leg of each *Clarin* chair. It is permanent assurance to all that you purchased the best.

SETS NEW STANDARDS FOR SEATING

So easy to care for... saves up to 50% on maintenance costs!



Despite constant exposure to heavy traffic and accidentally spilled food, the Terraflex floor in the Sperry Gyroscope Co. cafeteria at Lake Success, L. I., shows no sign of wear ... still looks fresh and colorful.



More than a million people use the Miami Terminal of Eastern Airlines each year. After several years of service, Terraflex has proved its durability ... still looks colorfully new ... has cut maintenance time and costs.

Johns-Manville **TERRAFLEX** Vinyl Asbestos tile flooring ... beautiful, colorful, incredibly durable!

ACTUAL ON-THE-JOB FIGURES show that Johns-Manville Terraflex® floor maintenance expense is reduced as much as 50%, when compared to the next most economically maintained resilient type flooring.

A quick damp mopping usually keeps Terraflex clean and bright ... its nonporous surface requires no hard scrubbing ... frequent waxing is eliminated. Despite heavy traffic service ... spilled liquids and foods ... abusive treatment,

Terraflex retains its sparkling, new appearance.

J-M Terraflex vinyl asbestos tile, available in 17 attractive marbled colors, is the ideal flooring for restaurants, public areas, schools, hospitals ... wherever reliable floor service, long-wearing beauty and maintenance economy must be combined.

For complete information about Terraflex vinyl asbestos floor tile, write Johns-Manville, Box 158, New York 16, N. Y.

See "MEET THE PRESS" on NBC-TV, sponsored on alternate Sundays by Johns-Manville

Check these special TERRAFLEX advantages



1.

Lasts Longer

Made of vinyl and asbestos, Terraflex will outwear any other type of resilient flooring of equal thickness.



3.

Maximum Service

Terraflex defies kitchen oils and greases ... strong soaps will not dull its lustre.



5.

Greater Resilience

Terraflex is flexible, provides comfort and quiet underfoot ... resists indentation.



2.

Easy to Clean

Dirt can't penetrate Terraflex's nonporous surface. A swish of a damp mop keeps it shining bright.



4.

Wide Color Range

Terraflex comes in 17 marbled colors that go all the way through the tile—won't wear off or wash out.



Johns-Manville



Adequate Wiring...

GUIDE TO GOOD SCHOOL PLANNING FOR TODAY AND TOMORROW

ARCHITECTS— CONSULTING ENGINEERS

Adequate Wiring serves as a dependable guide to the specification of all the electrical equipment used in a school. A reputation for Hubbell-quality is the architect's assurance of safety, dependability and service.



TEACHERS

Naturally we don't specify equipment but, believe me, our influence is felt by those who do. We judge equipment by its performance. Whether it's a chalk board or an electrical switch, only a standard of Hubbell top-quality earns a passing grade in our classrooms.



SCHOOL ADMINISTRATORS

Electricity plays a steadily growing part in the functioning of our schools and education of our children. Foresighted school authorities answer the electrical needs of today and tomorrow with Adequate Wiring. Only Hubbell-quality equipment and supplies fit this pattern.

**HILLSDALE HIGH SCHOOL
SAN MATEO, CALIFORNIA**

*Supplied Throughout With Hubbell
Wiring Devices*



ELECTRICAL CONTRACTORS

Anyone concerned with the specification or purchase of school equipment should keep in mind the ratio of cost to service. Only a standard of Hubbell-quality that answers the needs of today and tomorrow is an economical buy in the long run.



HUBBELL SUPPLIERS

Prompt availability is an important factor in any building job. Our responsibility is to handle and stock the highest quality electrical supplies and equipment... items measuring up to the Hubbell standard... that provide long term dependability.

The following San Francisco firms were associated with the planning and building of the Hillsdale High School, above:

ARCHITECTS & ENGINEERS

John Lyon Reid & Partners

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Flush Toggle Switch

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installed in the Hillsdale
High School.

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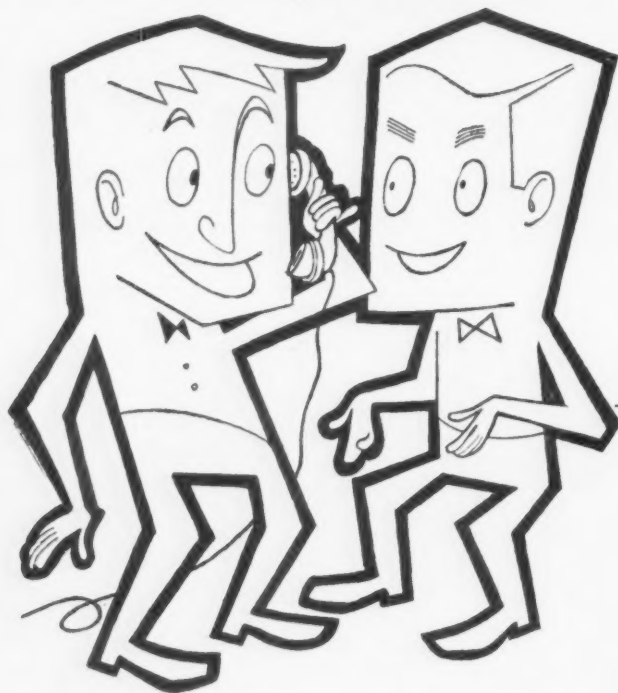
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flow of coal to consumers.



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Kenrubber floors **quiet** busy feet

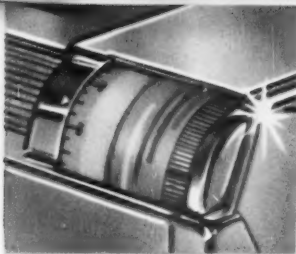
KenRubber flooring cushions every footstep...hushes the noise of constant traffic. Classrooms, study halls, corridors are more quiet, look fresher, cleaner longer, too. Teachers find it helps reduce fatigue from standing, students and staff alike work better in this quiet atmosphere. KenRubber's amazing resiliency and strength—almost as

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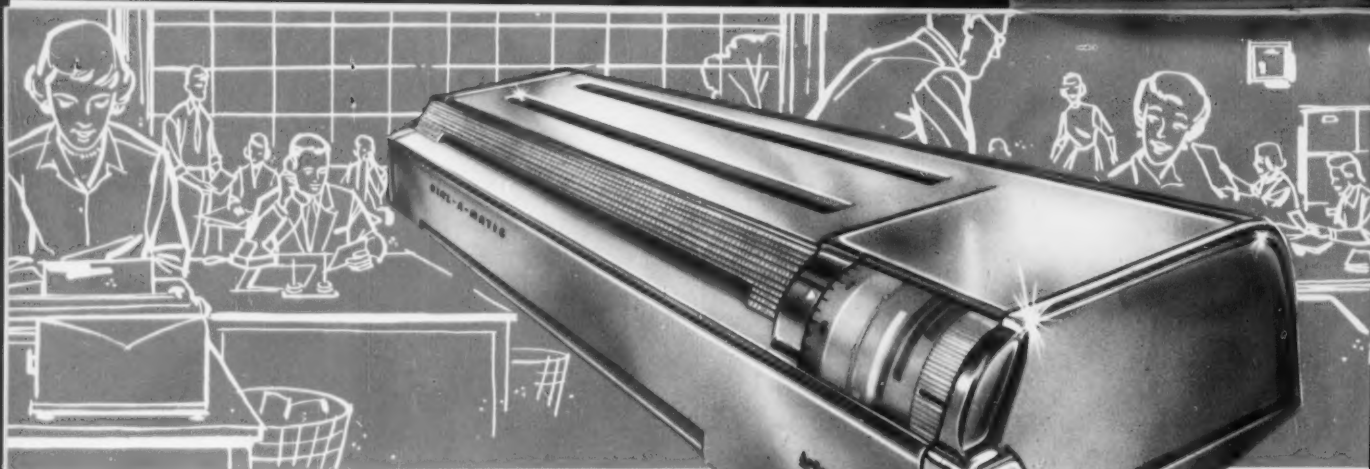
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I like my American Desk because I can sit up straight and I do not get tired. It teaches me good posture while I am learning my lessons. I have lots of room for my books under the seat and they do not fall out on floor. Teacher says the boys cannot tip my desk even if they try. I can write very well on top of my ...can Desk because it is

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It's shiny
and easy to
keep clean



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From Kindergarten Pupils **PITTSBURGH COLOR**

Accelerates Learning Processes and Improves Behavior Patterns

The magical thing about Pittsburgh COLOR DYNAMICS in schools is the measurably beneficial effect this painting system has on behavior and performance patterns of pupils of all ages.

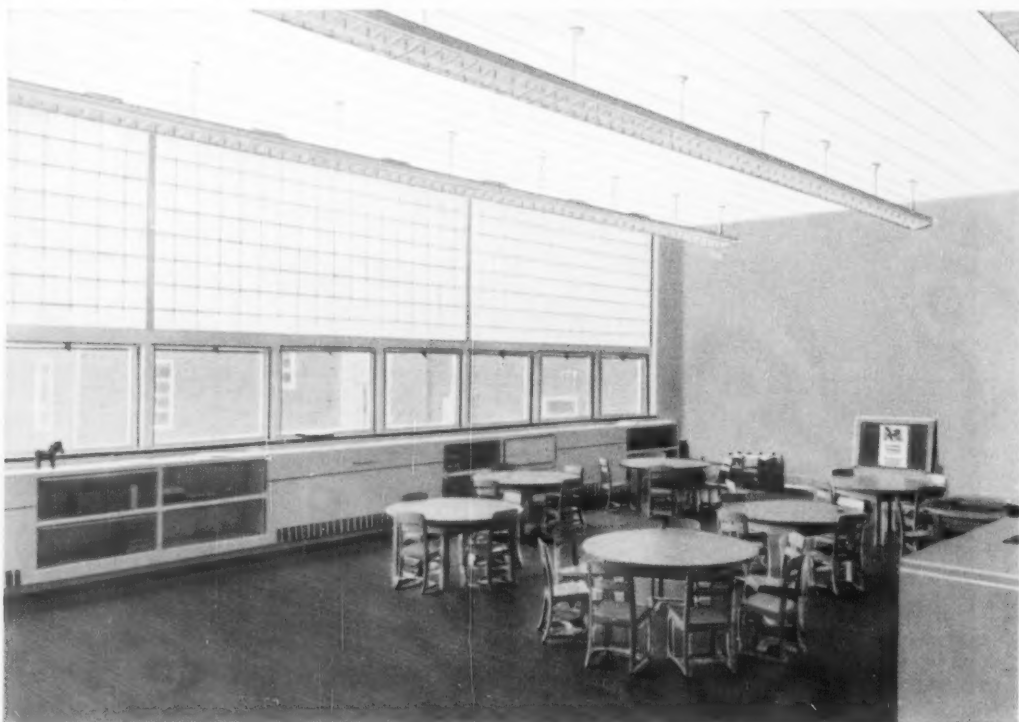
A scientific two-year study of the effect of COLOR DYNAMICS on 2,500 school children in Baltimore has produced substantial evidence that color environment affects scholastic achievement and physical well-being.

Essentially, COLOR DYNAMICS is a method of decorating in which the colors selected for each classroom suit the design, and the lighting of these areas and the people and the activities which they house. When painted according to the principles of COLOR

DYNAMICS, each room, corridor and stairwell is treated individually—some brightly to improve the lighting, many in mixed colors to increase the interest of pupils. Younger children respond to bright colors, while older students, more in need of calming influences, are given pastel shades and soft harmonies.

With COLOR DYNAMICS, you can also use color to create desirable changes in appearance. Rooms can be made to seem more spacious, ceilings to look higher or lower, halls to appear to be brighter and wider.

Why not discover for yourself how COLOR DYNAMICS can create a whole new world of helpful color to accelerate learning processes and improve behavior patterns in your school?



Many youngsters begin their school careers in the kindergarten. It is important that such rooms be bright and cheerful. Here is an example of a pleasant room in which a light value of warm wall color counteracts the effect of cool light from north and east.



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to College Students . . . DYNAMICS®



A library should make use of as much light, both direct and reflected, as possible without discomfort caused by glare. Here Eye Rest Green on walls is calming and restful and at the same time stimulates concentration and thought.

Just a Few Schools Repainted the COLOR DYNAMICS WAY!

No better proof can be presented of the value of proper colors in educational institutions than the use of COLOR DYNAMICS in many hundreds of schools and colleges all over the country. Here are just a few which have been painted according to its principles:

University of Notre Dame • Duke University • Marquette University • University of Tennessee Law College • Cathedral Latin High School of Cleveland, Ohio • Little Rock Central High School • John Harris High School, Harrisburg, Pa. • Loretto Academy, Kansas City, Mo. • Bessemer Junior High School, Bessemer, Ala. • Public School System, Atlanta, Ga. • Fielbach School, Toledo, Ohio • Garfield School, Sioux Falls, S. D. • Town of Wellesley Schools, Wellesley, Mass. • John Marshall School, Britton, Okla. • Lancaster Elementary School, Lancaster, Mass. • Eggleston Elementary School, Madison, Ind. • St. Paul's School, Concord, N. H.

Let Us Make a FREE Engineered Color Study of Your School

• We'll be glad to send you our profusely illustrated book containing scores of suggestions how to use COLOR DYNAMICS in school painting. Better still we'll be glad to submit an engineered color study of your school or any part of it, without cost or obligation. Call your nearest Pittsburgh Plate Glass Company branch and arrange to have one of our representatives see you at your convenience. Or mail coupon below.



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☐ Please send me a FREE copy of your booklet "Color Dynamics for Grade Schools, High Schools and Colleges."

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Gold Seal BRINGS YOU "YEARS AHEAD" FLOORS...



"SCHOOLROOM PROGRESS USA"†

dramatic showcase-on-rails of the most modern school facilities, selected Gold Seal Floors exclusively! This famous traveling exhibit contrasts schools of yesteryear with the very latest in school design and equipment. Displayed in the "new" railroad car are five American Institute of Architects award-winning classrooms—each with the Gold Seal floor ideally suited to room function and decor. "Schoolroom Progress USA" will visit 40 cities annually during the next 3-5 years. See it when it comes to *your* city!

†Sponsored by The Henry Ford Museum and Greenfield Village and Encyclopedia Americana.

Gold Seal 1/8" Inlaid Linoleum with contrasting alphabet insets.



...WITH OLD-FASHIONED RUGGEDNESS!



53-YEAR OLD Gold Seal Battleship Linoleum on the main staircase of O'Kane Hall, Administration and Faculty Housing Building.

Over half a century and still in service!

That's the amazing record of this Gold Seal Inlaid Linoleum installed at The College of The Holy Cross, Worcester, Mass. Father Sullivan, Director of Purchases, writes: "Gold Seal Battleship Linoleum was originally installed in O'Kane Hall in 1903. In 1938 it was taken up and re-installed with black borders on stair treads of the main staircase. It's still there—and in good condition!"

New Exclusive Gold Seal 1/8" Sequin* Inlaid Linoleum

—Now you can have all the durability of heavy-duty linoleum in new decorator-selected design and colors. Rugged abrasion tests have proved that the new design and colors will *stay* sharp and clear through long years of wear. Its all-over pattern hides scuff marks. The smooth surface seals out dirt, resists stains, is easy to maintain. Highly resilient—it's quiet and comfortable underfoot. See new 1/8" "Sequin" at your Gold Seal Dealer.

SPECIFICATIONS for Gold Seal 1/8" Inlaid Linoleum: 6-ft. wide yard goods. 1/8" gauge, burlap backed. Install over suspended wood or concrete. 7 colors.



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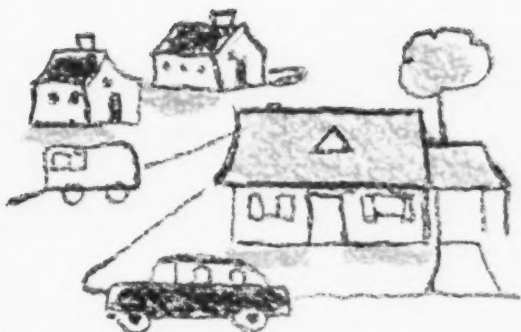
RUGS AND BROADLOOM—LoomWeave®

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FOR THE LOOK THAT'S YEARS AHEAD

Gold Seal®
FLOORS AND WALLS



Whether they live in city or country...

Here's one subject your students can't do without!

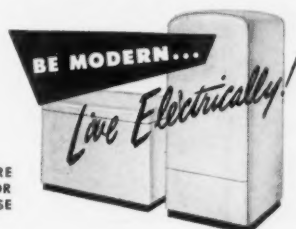
On the farm or in the city use of the food freezer is a part of American homemaking. To be modern homemakers, students must learn the packaging, freezing and storing of foods in a freezer. The modern food freezer is a means of saving time and work for the homemaker, and providing better balance in meal preparation. The really efficient homemaker uses her freezer to save shopping time, to give her more leisure, and to give her family better meals.

You need freezers to teach food freezing! Unless your home economics department is equipped with food freezers for teaching purposes, your teachers are handicapped. Freezers are moderate in cost, and do not need special wiring. If your school doesn't have modern home freezers, your local electric light and power company, or electric appliance dealer will tell you how easy it is to obtain and install them.

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This Kit provides visual aid for home economics teachers, to simplify freezer instruction in the classroom. It consists of 12 beautiful, full-color wall charts and the Home Freezer Teaching Guide. Be sure your school has a Kit. Send for it yourself and present it to the home economics teacher.

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Please send me, absolutely FREE, the NEMA Freezer Teaching Kit.

Your name and title

Name of school

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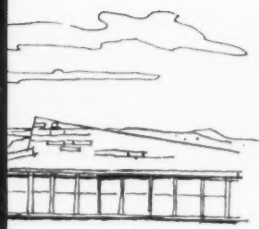
Fenestra
SCHOOL DESIGN
NEWS



*General Contractor: M. M. Sundt Construction Co., Tucson, Arizona.
Panel Erector: Chapman-Dyer Co., Tucson, Arizona.*

There's built-in quiet in Window Rock classrooms with Fenestra Acoustical Building Panels. A high-efficiency acoustical material is enclosed in the cellular panel and the perforated flat-plate area absorbs the sound. Completely prefabricated, these long-span panels are erected quickly and at low cost. A coat of paint finishes the flush ceiling, and soap and water keep it like new. Repainting will not affect acoustical efficiency and there is no hanging or "stuck on" material to be damaged or replaced. An ideal ceiling for gymnasium and corridor areas, too. Ask your Fenestra representative for complete information.





Isolated location

and severe

climate created

unusual design problems for...

WINDOW ROCK PUBLIC SCHOOL

*Architect E. L. Varney, Phoenix, Arizona,
specified Fenestra Metal Building Panels
to simplify design, construction and
maintenance.*

In the center of a Navajo Indian Reservation, 1,000 miles in diameter, Window Rock is surrounded by some of North America's most desolate, yet starkly beautiful country. The site gets its name from a large rock with a natural hole in it created by thousands of years of wind erosion. Burned by the sun all summer and very cold in the winter, Window Rock created unusual problems of design and logistics for the construction of a million-dollar elementary and high school.

The materials chosen had to provide simple construction and require minimum maintenance. That's why Architect Varney specified Fenestra* long-span cellular steel building panels for the roof structure of the various units of the school and Fenestra "E" Roof Deck for the covered walkways connecting the buildings. (Photo above.)

Combining light weight with great strength, the



Covered walkways are economical with Fenestra "E" Roof Deck for spans up to 20 feet. The 12" width co-ordinates with Fenestra Building Panels and modular construction. Simple design eliminates complicated detailing and engineering and saves structural steel. The exposed undersurface forms an attractive beamed finish ceiling.

Fenestra Building Panels were easy to transport and erect and provide for spans up to 30 feet. The 24-inch width of each panel simplified design details and modular co-ordination with other materials.

Interior areas feature Fenestra Acoustical Building Panels which provide the structural roof plus a built-in metal pan acoustical ceiling erected as one unit by one trade. (See photo left.)

While the school you are now planning may not have the location and climate problems of Window Rock, Fenestra Building Panels can save you both time and money on the structure. Easy maintenance keeps schools attractive, year after year, at minimum cost.

Ask your local Fenestra representative for complete information—he's listed in the Yellow Pages—or mail the coupon below.

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Panels for Schools.

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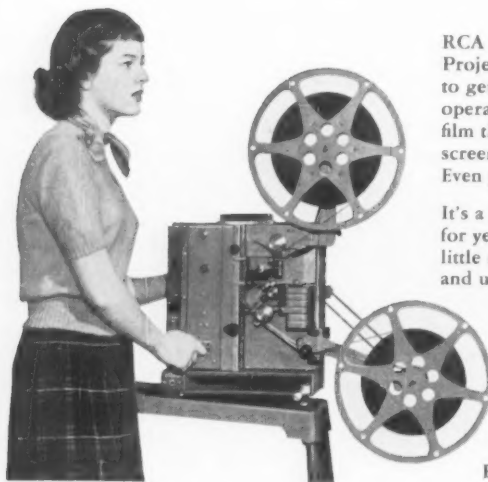
SCHOOL

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Schools depend

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with "professional" ruggedness,
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RCA turns beginners into "professionals" in short order with 16mm Projectors engineered for easiest operation ever. Because it's so easy to get the show rolling with an RCA Projector, teachers or pupils gain operating confidence fast. You set up an RCA Projector quickly, guide film through the Thread-Easy path, flip the switch . . . and you're screening bright, steady pictures with sound that's clear and natural. Even younger elementary pupils can do the job perfectly.

It's a rugged Projector that RCA engineers and precision-manufacturers for years of life. Rugged enough to perform smoothly, quietly, with little maintenance through semester after semester of handling and use by hundreds of operators.

If it's *compact* projection efficiency you want, better check the single-case RCA Junior. For the sound power bigger audiences require, get the facts on the RCA Senior with speaker in a separate case. Your RCA Audio-Visual Dealer will gladly show you either . . . and demonstrate the scores of features which make RCA dependability a favorite with schools.

Or, the coupon above rushes you complete RCA 16mm Projector details in brochure form. Mail it now!

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Camden, New Jersey

Please send me the complete story on

- ☐ RCA 400 Projectors
☐ RCA Sound Systems for Schools

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SCHOOL _____
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...for Sound Systems to fit every requirement of size and activity

A truly dependable RCA Sound System adds real flexibility, steps up efficiency in any school building. Administrators, teachers and pupils keep in close, constant contact. Teaching moves toward broader horizons; activities are better coordinated.

RCA engineers designed and developed the complete line of RCA Sound Consoles for school use. Each model is a master communications control center. From it, you reach a single classroom or any number of outlets you desire. An "all-call" switch puts you in instant contact with the entire school. And for the last word in versatility, your RCA Sound Console can be installed complete with AM-FM radio, three-speed phonograph, or tape-recorder.

Your choice of an RCA Sound System brings the secure feeling that you're backed by the knowledge and facilities of an RCA Engineered Sound Distributor. Depend on him for skilled installation, inexpensive expansion and change. At your disposal, too, you'll find the nationwide technical resources of RCA Service Company. There's a handy brochure with the RCA School Sound System dependability story. Check, fill out and mail the coupon above and your copy will be on its way.



EDUCATIONAL SERVICES

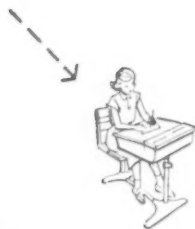
RADIO CORPORATION of AMERICA

CAMDEN, N. J.

buy the desk designed for **ALL** of the children

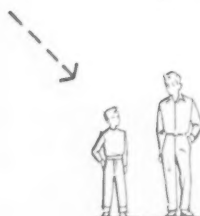
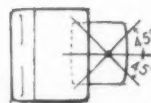


ARLINGTON NO. 552 MOVE-ABOUT DESKS



THE SOME-TIMES FORGOTTEN 14%*

Because the seat swivels 45° in either direction, both left and right handed children can adjust for proper elbow rest and body support. In grades kindergarten to 12, an average of 14.7% of all students are totally or partially left handed for writing and other manual activities. For both the left and right handed, remember Arlington.



THE SHORT AND THE TALL AND THE IN-BETWEEN*

In every grade, body measurements of children vary amazingly. In grade seven for example, the average height is 62.9", but the range is 52.4" to 73.4" with a standard deviation of 3.51". Why make the short and the tall suffer and only approximate the in-between, when adjustable equipment like this Arlington desk provides desk and seat height adjustment for comfort and correct posture for all.



ENTRANCE FROM EITHER SIDE

Modern teaching often requires the grouping of desks for project work. Arlington swivel seat plus open-side design free of interfering side frame permit entrance or departure from either side of seat.

To meet the needs of every school child and school room, see Arlington equipment. For complete information write for Catalog 56.

ARLINGTON SEATING COMPANY • ARLINGTON HEIGHTS, ILLINOIS

a reliable source of school seating equipment for over 50 years—

Arlington

*based on data from "The Functional Body Measurements of School Children" published by the National School Service Institute.



How Modern JOHNSON CONTROL Helps Cut the Cost of Comfort

Today it is perfectly possible to equip *any* school to insure comfortable, refreshing temperatures for every purpose and to do it at a substantial saving in operating costs!

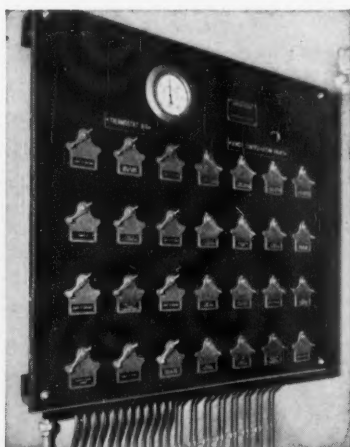
Regardless of the type, or manufacture, of the heating and ventilating equipment you install, its successful performance—comfortwise and dollarwise—will depend upon efficient control.

The specialist Johnson organization engineers every one of its automatic temperature control systems to meet the exact needs of the individual building, its occupants and its mechanical equipment. Only when a control system is specifically designed and installed in this manner can you be sure of providing your building with both ideal temperatures and maximum operating savings.

One of the schools that enjoys these benefits is the

David T. Denny Junior High School in Seattle. Here, Johnson Control provides proper ventilation and optimum temperatures for some 1,100 students. All 33 classrooms, the shops, music rooms, the auditorium, gymnasiums and other rooms are equipped with Johnson *Individual Room* Thermostats to insure ideal conditions for every activity. Comfort requirements are satisfied completely while heat consumption is limited to actual needs.

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PLANNING • MANUFACTURING • INSTALLING

David T. Denny Junior High School, Seattle. Mallis & DeHart, architects, Seattle; Marius Anderson, mechanical engineer, Seattle.



From this central control panel, heat can be cut off from any unoccupied section of the building. Remote manual control of steam valves permits quick morning warm-up with subsequent automatic operation. Central control panel makes control more flexible, adds to fuel savings.



Wall thermostat in each room maintains right temperature for all types of classroom activities. Temperature may be lowered during exercise period, raised again for quiet study hour.

*New thermostat,
The Honeywell Round.*
One in each class-
room makes it
possible to adjust
temperature to meet
varied activities
of children.



They need a different climate for each classroom activity

Thermostat in every room lets you vary
classroom temperature, increase "take home learning"

EFFECTIVE teaching calls for proper temperature and ventilation in every classroom situation. The exercise period, for example, is conducted best at a temperature lower than that for the study period. When blinds are drawn for audio-visual education, other temperature and ventilation problems arise. How can you control these factors?

The best way is with mechanical ventilation or air conditioning and a thermostat on the wall of each room. Such "climate conditioning" is the idea behind the Honeywell Schoolmaster Temperature Control System. Individual room thermostats allow the teacher to maintain the right conditions for classroom alertness—at all times of the day regardless of instruction methods.

In addition, the Schoolmaster System includes an indicator panel for the principal's office which gives a fingertip report on all room temperatures.

The Schoolmaster is an exclusive Honeywell development, designed for any school—new or old. No

major building alterations are necessary, as the wiring is simple.

For complete information, call your local Honeywell office, or write to Honeywell, Dept. NS-4-66, Minneapolis 8, Minnesota.

**The Schoolmaster System:
A special wall thermostat
for each room and
Principal's Monitor Panel**

Indicator panel gives the principal a fingertip report. It is wired to a special sensing element in each room thermostat to provide the principal with a push-button temperature reading for any room in the school. It functions also as an auxiliary fire detection system.



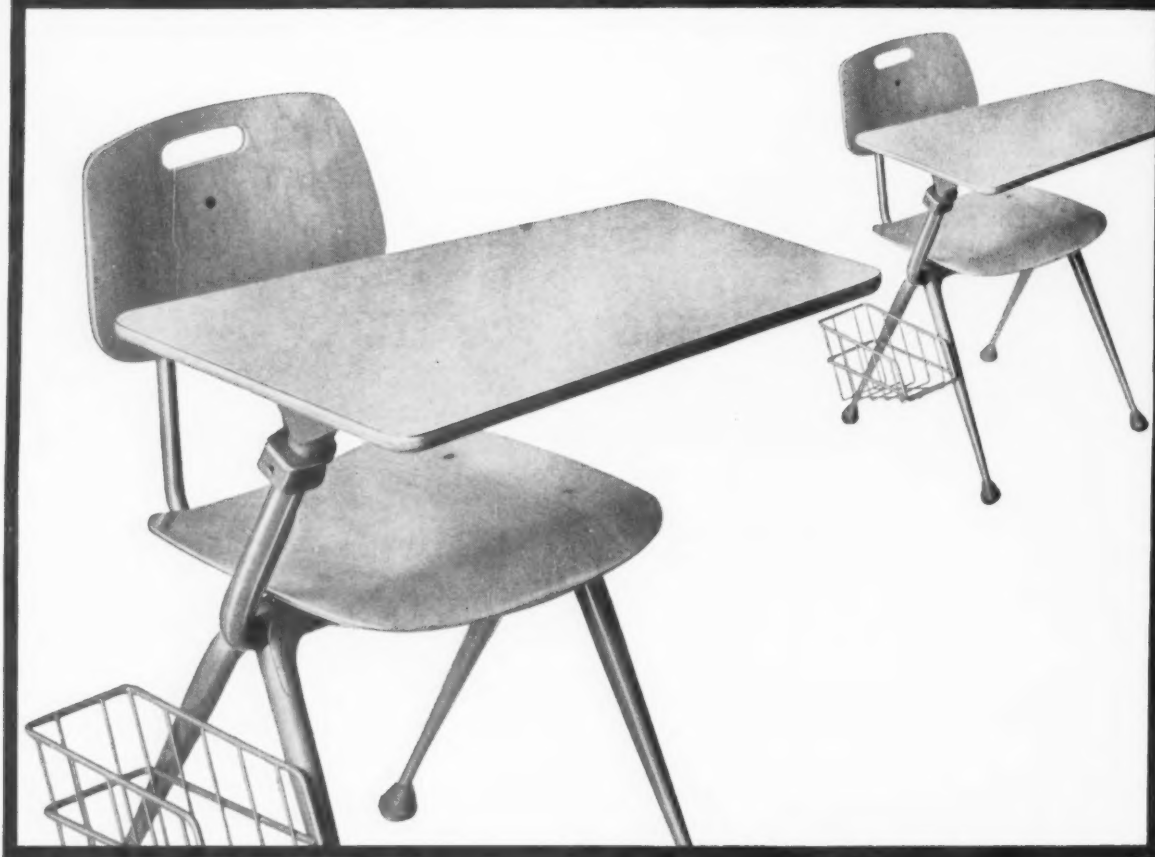
MINNEAPOLIS
Honeywell

112 OFFICES ACROSS THE NATION



School Temperature Controls

Pace-setter in the Brunswick Furniture line



ALL-NEW versatile Chair Desk!

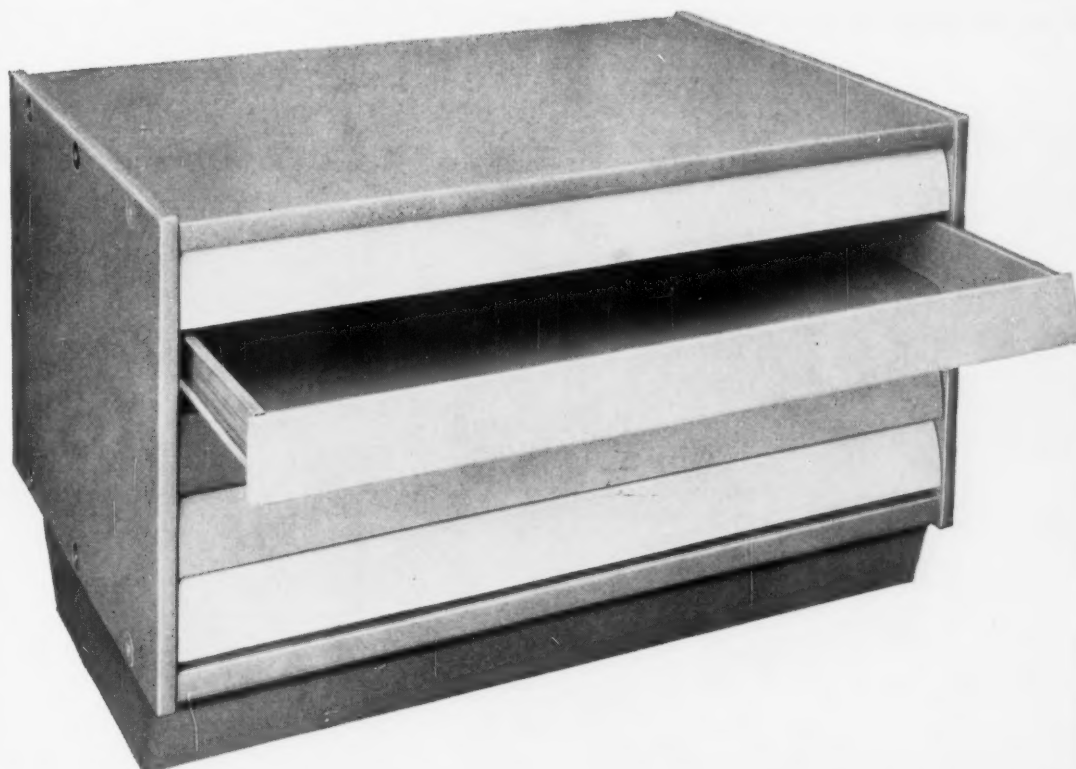


Here's the newest addition to the furniture line that continues to set the pace . . . a versatile Chair Desk that helps you make the most of classroom floor space. Here's a new concept of economy combined with the proved advantages of Brunswick design and construction.

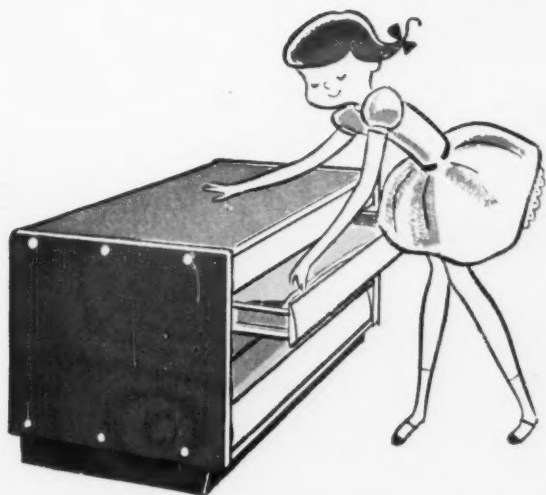
New, space-saving dimensions plus generous wire book rack welded close in, means less floor area per student. Forward reach of legs reduces chance of tilting. Available in 15 and 17 inch chair heights and in Tablet Arm Chair. Shipped "KD". Desk top easily attached at the height you require.

Check with your Brunswick representative today. See this versatile new Chair Desk for yourself! The Brunswick-Balke-Collender Company, 623 South Wabash Ave., Chicago 5, Illinois.

Pace-setter in the Brunswick Cabinet line



ALL-NEW Paper Drawer Cabinet!



Just the thing for storage of large, flat sheets of paper in the classroom (or practically anywhere). And . . . like all Brunswick cabinets, this new unit is integrated with the full line, brings new color and flexibility to the classroom, and saves the high cost of custom millwork. It's factory-built from start to finish.

Four heights available: 29" and 27" (five drawers); 25" and 23" (four drawers). Stores 24" x 36" papers. Mounted on legs, wheels or formed steel base.

Your Brunswick representative will give you the details on this all-new Paper Drawer Cabinet (and the rest of the line) anytime. Write: The Brunswick-Balke-Collender Company, 623 South Wabash Ave., Chicago 5, Illinois.

JUST ONE LINE CONTINUES TO SET THE PACE . . . IT'S

Brunswick

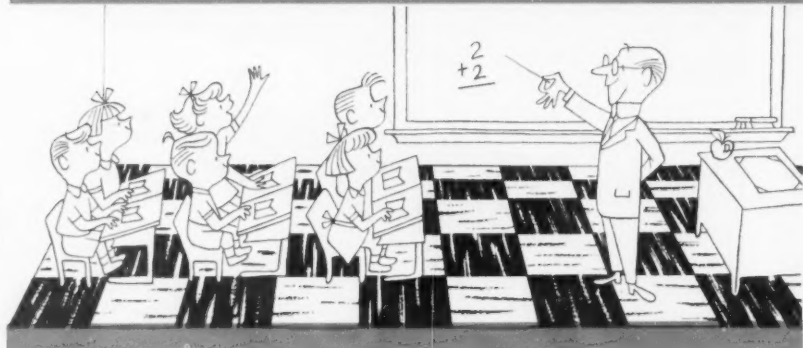
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and more
schools
are using*

MATICO

TILE FLOORING

*because MATICO is
in a class by itself!*

According to a recent survey, more school architects specify MATICO asphalt tile flooring than any other brand. The reasons are simple! Colorful MATICO is low in cost . . . economical to maintain . . . presents no installation problem . . . and is fortified with plastic to stand up under roughest wear—day after day. In addition, MATICO Asphalt Tile is available in 29 colorful marbleized patterns and 10 smartly-styled Confetti patterns to offer unlimited design possibilities. If you're considering new flooring for your school, it will pay you to get all the facts on MATICO asphalt tile flooring. Write Dept. 24-4, Newburgh, N.Y.



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Looking Forward

Shallow Honors

HOW sincere are we as educators when we hand out citations, trophies and other "honors" to people already in the limelight? Are these awards really a timely recognition of merit, or merely a means of getting publicity for the sponsors?

The increasing practice of colleges and universities in granting honorary degrees raises a similar question. Are these honors bestowed on individuals whose achievements equal the worth of an earned degree? Or are they sometimes conferred upon people of power and wealth who can or might show their appreciation in "tangible" ways?

We voiced our opinions about awards in a note to James Spinning of Rochester, N.Y., whose wit and wisdom appear frequently in articles in this magazine. Our complaint read:

"More and more we are annoyed by the obvious effort of magazines and organizations to get publicity by making an award of a plaque or trophy. You know how it happens on TV! The master of ceremonies puts on his best smile as he says, 'May we interrupt the program just a moment. There's a gentleman here who would like to say a few words.' Then Super Duper magazine presents an award to some big name now in the limelight, thus cashing in on hundreds of dollars of publicity for \$25 worth of lumber and metal. What annoys us is the increasing practice of education groups to obtain publicity by the same technic."

Jim doesn't know his reply is being quoted, but we're sure he won't object to our repeating his calm counsel.

"Frankly," he said, "I don't share your concern over the Tropical Trophies. I think it's nice to have some school people, even if not always the right ones, get in on the honors mania. Of course, I'd prefer to have the awards made direct to The Unknown Teacher—though that would present certain practical difficulties. But when the profession itself is honored symbolically with a little hot-lip service, I don't repine too much. But I do object to putting the bite on business, not to contribute or unwillingly to sponsor."

Philosopher Spinning then spun out a bit of verse

for us on this subject, which will appear in the next month's magazine.

Meanwhile, we might look for the middle road. It may be obvious that the purpose of the award is to get publicity for the sponsor. He chooses someone already receiving public acclaim in the hope that such popularity will rub off on the giver. In such situations, we think Jim would agree that education should not imitate this propaganda technic.

If, however, the award is made on some established, commendable basis of selection, with qualified individuals choosing the recipient, then perhaps it is appropriate for education groups to symbolize their appreciation.

Newspapers CAN Help

IF THE newspapers in your community haven't been running a series about schools, it's almost inevitable they will do so soon. Their reasons for doing so may be both selfish and altruistic. "Selfish" isn't exactly the right word, because the newspaper is a private business and is entitled to use any legitimate method to increase its profits. Consequently an opportunity to build up circulation by capitalizing on the current interest in public schools is legitimate business.

Our suggestion is that school administration make the first move by bringing to the attention of the press some facts and ideas that are much more meaningful than the usual superficial, trite stuff that goes into circulation building stories.

A striking contrast is offered in the two series of articles that have been running simultaneously in competing daily papers in Chicago.

Briefly, we will compare the introductory article of each of the series. We are doing so to show that newspapers *can* write about the problems of schools without resorting to generalities and assumptions.

In the seven articles by-lined by Ernest E. Tucker and Norman Glubok for the *Chicago American*, the authors satirize the conventional newspaper approach and then state their purpose: "If the schools are botching the job, we had better find out about it and do something in a hurry. If the widespread fears are groundless, they should be put at rest."

The authors are competent journalists who have more than a passing acquaintance with public education. Mr. Tucker is a Phi Beta Kappa graduate of the University of Illinois and a lecturer in journalism at Northwestern University. Mr. Glubok recently returned to the *Chicago American* as a reporter after an interlude with The NATION'S SCHOOLS as news and features editor.

Here's how, in their own words, these two gathered data:

"They talked to administrators, principals, specialists in teacher training. They got the views of teachers who are 30 year veterans and teachers of only a few months' experience. They interviewed some of the bitterest critics of the schools and some of their staunchest supporters. They read dozens of books and articles, pro and con, on every phase of education from new trends in building to child guidance programs. And—to watch the process at work—they spent day after day in a representative Chicago high school.

"All this interviewing, reading and observing," said Mr. Tucker and Mr. Glubok, "produced a mass of evidence and opinion and a substantial bedrock of fact. Some of the evidence is heartening—for example, that the supposed decline in students of science and mathematics is more apparent than real.

"Some is frightening, like the unmistakable fact that the nation faces the worst teacher shortage in its history.

"It is only fair to state that there are no easy, pat solutions to any of the educational problems that plague us. The uproar over schools will grow more deafening instead of diminishing."

In the articles that followed, the *American* kept its promise to "sum up the arguments, pro and con; present the evidence; offer case studies and examples, and attempt to reach some conclusion."

Although the case studies dealt primarily with public schools in Chicago, the articles nevertheless provided a fair presentation of the public school situation today.

This kind of reporting has brought deserved praise from John M. Fewkes, president of the Chicago Teachers' Union. He said: "The articles seem to be the result of careful study by individuals who are not only competent reporters, but capable of conducting valid research. It is very evident that Tucker and Glubok have actually visited our schools and seen them in operation."

The other series of articles, "What Ails Our Schools?" by-lined by Helen Fleming in the *Chicago Daily News*, does not reflect the same depth of investigation and valid documentation. The opening headline reads: "The Experts Rule: Our Schools Are Muffing Their Job."

Who are the "experts"?

The author didn't say.

The article continues: "The *Daily News* has been asking some of the people whose views should count:

'Is there anything about the schools today that disturbs you, besides the shortage of teachers and classrooms?' The answer is always 'Yes!'" the article asserts, and adds:

"Then come indictments—from people who cannot be dismissed as uninformed or unfriendly to the schools."

Who are these people?

The author doesn't tell us.

Subsequent articles quote the same half dozen individuals, mostly from higher education or Chicago politics, whose views are worth considering but whose opinions in themselves hardly constitute the kind of expert, comprehensive study that the articles profess to be.

One of the questions asked is: "Are the schools doing a superficial job?" Perhaps the *News* might ask itself the same question: "Was this coverage of the problem of public education a superficial job?"

As superficial, perhaps, as the newspaper's offer of cash prizes "for the best letters offering solutions of school problems by P.T.A. groups in special or regular meetings."

Who judges the contest? She didn't say.

Miss Fleming's articles illustrate the typical appeal to prejudice and emotion—as a means of building newspaper circulation. The Tucker-Glubok series proves that a newspaper *can* get the facts and help to solve the problem of education.

The 2000 A.D. Question

NEVER before in the history of mankind has one generation lived through such tremendous changes in the nature of civilization. More has happened in the last 10 years that changes our way of living than happened in a whole century of the Middle Ages.

A man born in 1900 has lived through the horse-and-buggy stage, the automobile era, the air transportation age, and into the days of nuclear energy and automation.

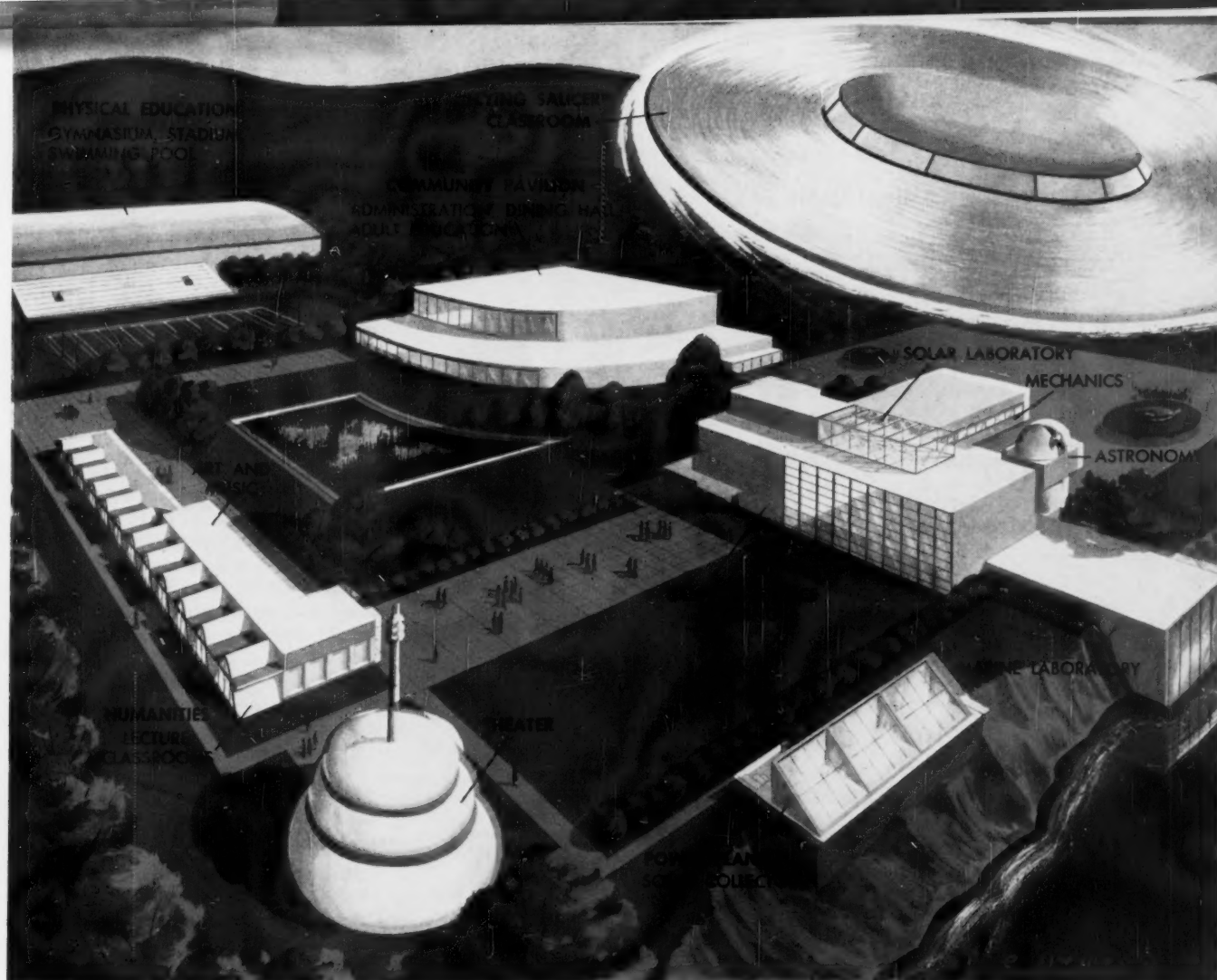
Children in our elementary and high schools today will be senior citizens of this nation in the year 2000 A.D. What are we doing now to prepare them for the world in which they will be living in the next 50 years?

Featured in this month's magazine is an illustrated article predicting "things to come." In large measure, it projects current social and economic trends and draws inferences from modern research, discovery and invention.

As you read this fascinating article, won't you ask yourself and your fellow teachers this question: What does all this imply for what we are doing—or not doing—in our schools today?

The Editor

The NATION'S SCHOOLS



EDUCATION IN 2000 A. D.

J. HARTT WALSH,

Dean, College of Education, Butler University, Indianapolis

2000 A.D.! What will the world and its schools be like in that year? 2000 A.D. seems and sounds unreal, mysterious and far away. But is it?

2000 A.D. is just 44 years away.

World War I, vivid in the minds of many of us, began 42 years ago.

Today's first grader will be but 50 years of age in 2000 A.D.!

We look back smilingly today at the fantastic adventures of Jules Verne's Nemo and Phileas Fogg, those fictional characters who excited us and captured our imagination a generation ago. But what will our children say as they look back from the electronic-atomic-solar energy era of 2000 A.D. to the mechanical age of 1956—the

age from which we are just beginning to emerge?

What is the nature of things to come? "Almost any prediction will be fulfilled," declared Waldemar Kaempfert, science and engineering editor of the *New York Times*. The men at Dow Chemical Company put it this way, "Tell us what you want and we'll design a material to fit your requirements." America is standing on the threshold of a new frontier, says the York Report; "beyond that frontier are progress and prosperity never dreamed of before." Not long ago David Sarnoff, president of the Radio Corporation of America, observed that "from the research laboratories will

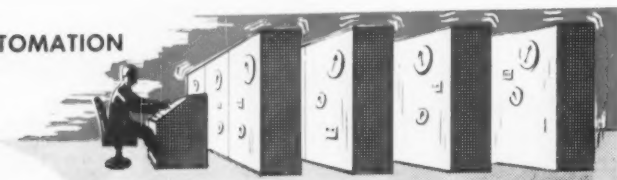
come marvels which will dwarf the wonders we have witnessed in the past 50 years, yes in the past five centuries!"

"My interest is in the future, because I am going to spend the rest of my life there!" declared a General Motors executive, scientist and inventor, Charles F. Kettering. The interest of educators, too, should be in *the future* when they are planning and building new schoolhouses, because it is in *the future* that our children and the communities will be using them. Many of the standards, designs, principles, practices, materials, theories and policies which have governed much of the planning and construction of schoolhouses during the first half of

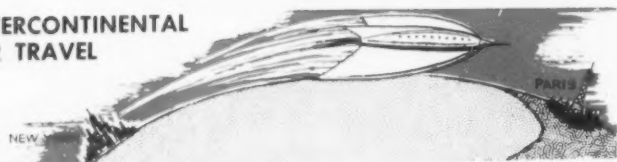
SOCIO-ECONOMIC-HUMAN FACTORS

These factors will in the next half century not only change and improve our lives but also definitely determine the nature of education.

AUTOMATION



INTERCONTINENTAL AIR TRAVEL



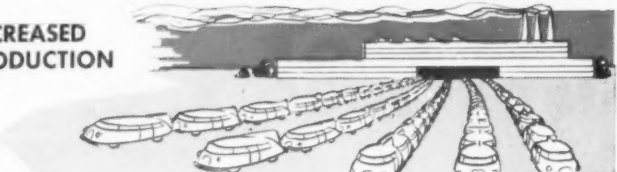
PEACE EARTH WILL BE TOO SMALL FOR BATTLEGROUND



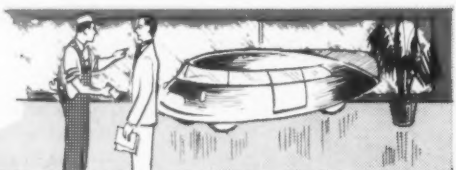
LONGER LIFE EXPECTANCY



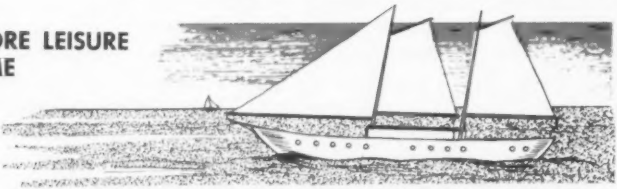
INCREASED PRODUCTION



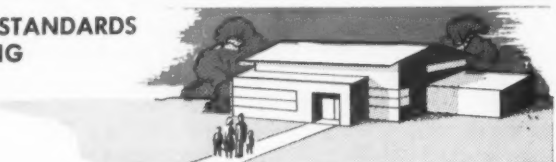
GREATER PURCHASING POWER



MORE LEISURE TIME



HIGHER STANDARDS OF LIVING



the Twentieth Century must be modified or discarded as we translate the results of scientific, technological and educational research and developments into functional practice during the years 1956 to 2000.

New ideas and concepts in planning schoolhouses for the future will be based on new concepts of the nature, direction, procedures and purposes of education. Educators and others associated with building programs will need much vision and imagination. It is doubtful if we should plan and build schoolhouses now and in the future with a "life expectancy" of more than 25 years, in contrast with the 50 year standard which is and has been prevalent. The tempo of scientific discoveries and their application will probably make even the most carefully planned schools of today obsolete in many respects *before* they are 25 years old. Attempts to modernize them will be more difficult, costly and less satisfactory in the future than they are today—if modernization is then at all feasible or advisable.

SOCIO-ECONOMIC-HUMAN FACTORS

There are several factors that will, in the next half century, not only change and improve our lives but also definitely determine the nature of education.

1. Automation will catapult us into an era which we currently lack the imagination, courage and audacity to predict or describe.
2. Intercontinental air travel will be frequent and commonplace, with interplanetary travel, or at least short jaunts into outer space, accepted as matter of fact.
3. War, at least between nations on earth, will probably be impossible because, in the opinion of one aviation engineer-executive, it will be impossible for anyone on earth to get away from anyone else.
4. Life expectancy will continue to increase, as the result of scientific discoveries and developments, to perhaps 100 or 125 years, with individuals retaining their mental and physical vigor past the century mark.
5. Production and the man-hour output of goods will continue to increase at an expanding rate; so will the gross national product.
6. Real wages with greater purchasing power will also continue their upward trend.
7. On the other hand, the work week will continue to shrink to 30, 20

and perhaps 10 hours—or maybe even five!

8. There will be the corollaries of higher standards of living and more leisure time.

(Perhaps we should not ignore the warning and admonition of Henry Adams that man may create a civilization which ultimately he can neither comprehend nor control and as a result both man and his civilization will be destroyed. Or, as H. H. Moore put it in "Survival or Suicide": "The fact is plain that neither men nor governments can safely manage what they do not understand.")

Dr. A. M. Zarem of the Stanford Research Institute sounds a more optimistic note, however: "The age of the robot is before us. . . . These devices will not merely replace human labor. They will free us to develop new industries, to attack more problems, and to bring about broader opportunities and a higher standard of living not dreamed of by our fathers."

TEACHING IN 2000 A.D.

We are faced, and will continue to be faced, with the phenomenon of a constantly and rapidly increasing body of knowledge, skills and understandings resulting from techno-scientific as well as socio-politico-economic developments and advances; the consequence is and will be a demand for much more education and better training for a much larger percentage of the population—in all occupational areas and at all school levels.

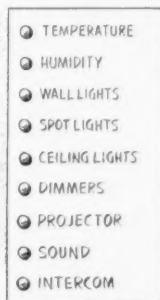
Teaching procedures and practices will, of necessity, be materially altered by 2000 A.D. as the result of scientific, technological and psychological discoveries and developments.

There will be, for the adult, increasing numbers of improved lecture series, institutes, workshops, conferences and refresher and continuation courses planned for the professional, vocational, avocational, cultural and leisure time needs and interests of everyone.

In our schools the "master teacher" concept will emerge, along with the extensive use of TV, with committees of teachers or those at each grade level working together, each teacher specializing in and perfecting the presentation of a given unit or topic for the entire group of pupils while the other teachers act as assistants for their respective grade or group during the presentation, discussion and review of that particular unit or topic.

The Audio-Visual in Education.

There will be an amazing and previously unheard of use of audio-visual materials and equipment by *all* teachers and at all school levels. Multiple and numerous electronic and other outlets will be available in each classroom and in all parts of the school buildings. Very large TV screens will replace the present blackboards at the "front" of the classroom. The blackboard of today will be a museum piece in 2000; the classroom "general writing spaces," such as they are a half century hence,



Classroom control panel

will be electronic and self-cleaning at once or after several hours depending on the teacher's wishes; there will be, of course, no chalk and erasers which have been a messy part of all school classrooms for many years.

It will be possible to synchronize the large TV screen with individual desktop viewers at the seat of each child. The pupils' desktop viewers may be operated separately and independently of other viewers, including the large classroom viewer, depending on the needs of the child, the nature of the lesson, and the plans of the teacher. Lessons (*i.e.* TV programs as adults in 1956 call them!) may originate in the classroom (*e.g.* at the microscope, in an experiment, at a map), in the school, the city, the state, the nation, overseas or in space. Inasmuch as most books, maps, charts, periodicals and so forth will be microfilmed, these microfilms will be extensively used in the teaching and learning in the classrooms 50 years hence, especially since they can be readily projected through the individual viewers or on the large room-screen. The viewer of each pupil will be equipped with speed controls, adjustable magnifiers, and color adjusters to facilitate the learning and teaching of children with slow and rapid reading speeds, limited hearing,

poor vision, color and light difficulties. Probably almost all television in the year 2000 will be three dimensional and in color including, perhaps, even closed circuit TV; the latter will be widely used in the home, at school, on the farm, in business and industry. Magnetic tape photography in color and with sound will be extensively used in education *before* the turn of the century. Telephone and intercommunication systems as we know them today will, in the judgment of some authorities, be replaced by television.

Gen. David Sarnoff of R.C.A. has already stated publicly that by 1965 TV receivers of various and very large sizes will fasten to the wall and look very much like a picture. This is possible not only because of (Germanium) "transistors" but also because of many other recent discoveries and developments including the electrical amplification of light, thereby materially decreasing the depth dimension, or completely changing the nature, of the picture tube while at the same time increasing its life. The effective range and quality of reception will also be markedly improved.

Who knows, maybe that ingenious audio device, which its manufacturer avers can be tuned to the "brain waves" of the child so that he can learn while asleep, may be further developed and extensively used in another five decades, thereby making it readily possible for one to acquire more of the ever increasing body of knowledge and certainly much more easily—while he's asleep!

THE CURRICULUM IN 2000 A.D.

"As to their studies, it would be well if they would be taught everything that is useful and everything that is ornamental. But art is long and their time is short. It is therefore proposed that they learn those things that are likely to be *most* useful and *most* ornamental, regard being had to the several professions for which they are intended" (letter from Benjamin Franklin in 1743). Probably no other man in Colonial America left the impression on education in the new nation that Benjamin Franklin did. His observations are as pertinent today as they were more than two centuries ago, perhaps more so.

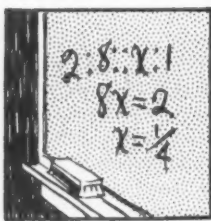
Two subjects which Mr. Franklin proposed for the course of study of the new academy will also be essential in the courses of study of 1956-2000, with different emphases and purposes.



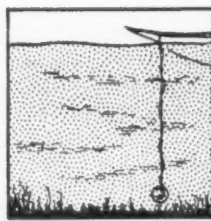
ASTRONOMY



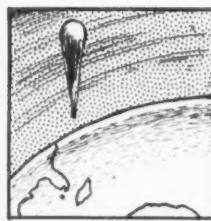
GEOGRAPHY



MATHEMATICS



OCEANOGRAPHY



AEROGRAPHY

1. **Astronomy.** Special reference will be made to space travel.

2. **Geography.** This will include place, space, economic and terrestrial geography; geopolitics, and the geography of man.

The school curriculum of the future will also emphasize the following subject areas as being of primary importance:

3. **Science** (physical, mathematical and natural). The social service and humanitarian aspects of the sciences will be studied and stressed along with the factual, experimental and developmental aspects.

4. **Oceanography.** The ocean, as an almost limitless source of many elements and compounds needed by science and industry, will take on new importance at all levels of education.

5. **Aerographic** (and aerology). The study of the atmosphere will be important to the future of local, intercontinental and interplanetary travel.

6. **Human Relations.** Individual, group and cultural problems and dislocations will be studied and analyzed. The mental health and needs of the individual and of groups will receive special and increasing attention.

7. **Some Other Areas.** Ability to speak, read and write foreign languages, personal and community health, leisure-time, cultural, avocational and continuation activities and studies will be included.

The foregoing curriculum areas, it seems, will loom large in the learning activities and experiences of students in all grades and at all school levels, primary through graduate school, with adaptations of the material taught to the comprehension and learning levels of the pupils. Some areas, of course, are unknown or unimportant in the courses of study of 1956. Much from present curriculums will be included in 2000 A.D., but often condensed and with different emphases and purposes. Some required or recommended subjects, topics or units of work common in 1956 will become cultural,

leisure-time or extracurricular in 2000 A.D. Needless overlapping and duplication within and between units of work, school grades and educational levels (elementary, secondary, college, graduate) will be alleviated because of the increasing burden of knowledge, skills and understandings to be acquired.

We must continually sift, sort, modify, refine and change the curriculums to meet the demands of the kaleidoscopic age in which we are and will be living. We must look to the past as we work in the constantly changing present, but *we must look to and plan and educate for the future.*

VEHICLES vs. OBJECTIVES OF LEARNING. All education in the future will become increasingly and more realistically functional, owing in large measure to the tempo of the times and the constantly increasing body of man's knowledge. Demonstrated and obvious immediate and ultimate use will be the criterion. We shall also differentiate sharply between the *vehicle of learning* and the ultimate objective of the learning experience or activity. The diagramming of sentences, for example, is a vehicle for improving written and spoken English in daily use. It is not an end in itself, but only one means to the end of better English usage in practice.

Long lists of spelling words with little if any relevance to the child's school and nonschool activities will have no place or purpose in the curriculum of 2000 A.D. The same will hold true for isolated and unrelated rules of syntax, definitions, dates, memorized literary passages and "memory gems," science formulas, phonics, or pages of arithmetic practice problems. The student must be able to see the purpose and relevance of each lesson, activity and experience to his school work, to what he does outside of school, and to what he plans to do as an adult.

While we shall have lots of leisure by the turn of the century, we shall also have lots to learn, lots to do, and lots of places to go. We shall not be

able to afford the luxury of casual or decorative learning, of mental gymnastics, of learning for learning's sake, and of the long since disproved theory of mental discipline.

LEARNING BY SEEING. In 2000 A.D. there will be much *learning by seeing* rather than learning by doing or learning by reading, telling, verbalizing and lecturing. Charts, graphs, maps, diagrams and pictures will replace much of the printed page (note the trends in magazines during the last 25 years), while automatic machines will obviate the need for much of the learning by doing which is an important part of the educative process today. Learning by seeing will be quicker, easier, more meaningful and more durable.

THE "3 C's" for the "3 R's"? It may very well be that by 2000 A.D. the "3 R's" will be replaced by the "3 C's" of *comprehension, creation and communication*. Ability to read, to write like a copperplate, and to figure complicated arithmetic problems will not suffice for the student and citizen of tomorrow. Reading of the printed page will be largely replaced by visual materials, writing by high speed automatic machines that write out what is spoken into them, and arithmetic by many and various electronic computing machines. The ability to comprehend rapidly the *meaning* of everything that is seen, the ability to *create* ideas and things, and the facility to *communicate* orally or visually what has been comprehended and created will become increasingly important in the years ahead.

"EMPIRES OF THE MIND." As the next 44 years tick away, the need and opportunities for the unskilled and relatively unschooled will decrease sharply. In another half century it will be extremely difficult for any sizable number of the unskilled to find employment. On the other hand, the need and demand for skilled mechanics and repairmen, for technicians and skilled operators, for basic and applied scientists, and for socio-politico-economic leaders will be great.

"The empires of the future will be the empires of the mind," declared Sir Winston Churchill. Or as H. G. Wells put it, "Civilization is a race between education and catastrophe." The dreams of the alchemists of old have been realized in the processes involved in the manufacture of atomic and hydrogen materials while Ponce de Leon's fountain of youth is found in the "miracle drugs" of modern medicine. "The moving finger writes, and having writ, moves on. . . ."

SCHOOL BUILDINGS IN 2000 A.D.

The Site. Schoolhouses in the future will be built on large park-like plots of land in the open country area away from centers of population in an atmosphere and environment conducive to healthful, functional, realistic learning, whether the school is to serve the educational needs of a large city or those of a small village. The vocational subjects, geography and the sciences will be made more meaningful, and learning in all areas will be improved. Camping, recreation, health, and safety programs can become realistically a functional and an integral part of the total educational process.

Several relatively small individual school units may be built on those open country sites to serve various groups, ages and purposes. The buildings will be planned, of course, to operate 12 months of the year and 24 hours a day, if necessary, to serve the broad educational needs and desires of all citizens of all ages.

Small neighborhood schools on relatively small plots of land in the urban and suburban centers, with enrollments of no more than 200 pupils, will serve the educational needs of the children in the nursery school, kindergarten and primary grades, as well as certain of the cultural and avocational needs of the adults in the neighborhood.

School Transportation. Helicopters, convertiplanes, or perhaps coleopters will transport pupils and others to the educational centers of 2000 A.D., covering the 10 to 50 miles in a matter of minutes. The helicopters will also serve literally as classrooms of the air, taking students quickly to places where learning can be more meaningful and exciting, e.g. to farms, observatories and planetariums, forests, factories, airports, centers of culture, and government agencies or activities. Incidentally, helicopters and convertiplanes will probably replace buses and shuttle

trains as well as many private automobiles for most suburban and intercity travel, with some toll roads and express highways serving as helicopter landing strips 44 years hence.

Schoolhouse Construction. Lightweight, strong and durable synthetics, plastics and metallic alloys (e.g. magnesium and titanium) will be widely used in the construction of school buildings in the decades ahead. Fixed interior partitions will be obsolete and the semi-movable variety will be replaced by completely and readily movable units. Modular, precast and prefabricated construction panels and units, made possible through automation, will be common. Service facilities with pipes, ducts, wires, conduits, and so forth will have joined the unhappy Dodo of yesteryear. Correct acoustical and sound control will be scientifically planned and will be accepted as an integral part of all schoolhouse construction. Flexibility, and the ready adaptation of the building to every educational need and development, will be (or should be!) the primary consideration of all school construction.

Service Facilities. Heating, lighting and ventilation will probably be taken care of by a single source of energy in each room. A small, readily replaceable, long-lasting atomic, hydrogen or solar energy device will be used.

Heating will be entirely automatic, uniform, instantaneous—a pleasant blend of radiation, conduction and convection. Heating ducts, tunnels, pipes, valves, blowers and radiators, as we know them, will be museum pieces. Temperatures will be constant, irrespective of the season.

Lighting will also be completely automatic. Light intensity will be constant and uniform in every part of the learning area. All illumination will be indirect and really like daylight. The flick of a multi-position switch by the teacher will change the light intensity to that required for each given learning activity; the teacher will merely press a button for the activity, e.g. reading, art, crafts, writing, audiovisual. Scientifically designed prism glass blocks (currently available) will be widely used in wall and roof construction for uniform and controlled natural lighting.

Ventilation will likewise be completely automatic and electronically controlled. Air in the schools of the near future will be dust, dirt and pol-

len free; filters, electrostatic precipitators, and other air cleansing devices will be used. The bacteria count will also be held to a minimum. The humidity will be constant and maintained at levels experimentally determined as most desirable for good health.

Miscellaneous Developments in ever increasing numbers will have an impact on education in the years ahead. A few of these developments which are in or have passed the experimental stage include: cordless electric appliances; sterilized instead of frozen foods, and the almost instantaneous cooking of foods by microwaves; the rather considerable use of automatic vending machines for dispensing food, meals and merchandise; a much greater use of synthetic fibers; the extensive use of electronic computation machines, and the near elimination or control of many diseases that are common today—through research in the biologicals and pharmaceuticals.

Education has been called the paradise of formalism and traditionalism. O. B. Falls Jr., marketing manager of the General Electric Atomic Products Division, suggests, however, that "if there is one lesson which history has taught us . . . it is to make no little plans, but to be bold and to reach for long-range and seemingly impossible goals."

"THE WORLD SWEEPS ON . . ."

A fabulous chapter in American history is drawing rapidly to a close; an even more amazing and exciting chapter is opening before us! In all matters that concern education we must raise our sights and extend our horizons as we move with ever accelerating speed through the last half of the Twentieth Century. We shall need an abundance of vision, imagination and courage. "We are clearly on the threshold of an industrial age, the significance of which we cannot predict and with potentialities which we cannot fully appreciate" (Report of the United States Senate subcommittee on economic stabilization: *Automation and Technological Change*, November 1955).

To quote Joe Adams in "A Creed for the Ages":

"The world sweeps on in a kaleidoscope

Till marvels, themselves, are common things—

What yesterday was a fledgling hope, Today gives peasants a par with kings!"

Michigan law now requires

that the public schools offer

Driver Education for Every Student

under 18 in public, private or parochial schools, or out of school

CLAIR L. TAYLOR

Michigan State Superintendent of Public Instruction

MICHIGAN'S new driver education program was enacted into law at two minutes before midnight on the closing night of a special session of the legislature. This session was called by the governor last November to deal with, among other matters, traffic safety legislation.

There were many changes and amendments in the law during its passage, and in the last confusing moments few people, including the representatives and senators, knew the exact provisions of the bill. As it turned out, the bill is probably one of the most comprehensive driver education laws ever passed in the United States. It contains many good provisions. Perhaps one section of the law is controversial. It does, in a sense, legislate a course into the instructional program.

With 2000 fatalities per year on Michigan highways, about the same as in other sections of the country, it is the general opinion that some drastic steps must be taken. Virtually every state has tried something—more policemen, more traffic lights, more controls and devices of various kinds. Until the Michigan law was enacted, no legislature appears to have dared to say, "No youthful driver may take a car out on the highway unless he has passed an approved course in driver education."

The law has five principal provisions, three of them brand new in the field of driver education legislation:

1. The law provides that on and after Feb. 1, 1957, no person under the age of 18 may qualify for an

operator's license in Michigan unless the person has passed an approved course and examination in driver education, including both practice driving and classroom instruction.

2. The public schools of Michigan must make the course available without tuition or fees to every person under the age of 18, whether they be in public, private or parochial schools, or out of school.

3. One dollar of the fees paid by Michigan motorists for an operator's license is earmarked and placed in a special fund, and out of this fund a subsidy up to \$25 per student will be paid to the public schools which give the course. The student must take the course in accordance with the rules and regulations established by the superintendent of public instruction. The school will receive the subsidy whether or not the student passes.

4. The law provides that the rules and regulations for the course shall be established by the superintendent of public instruction. This allows leeway for certain experimental programs since it will permit varying the hours of instruction, both in the car and in the classroom, the qualifications of teachers, and any other rule or standard that seems necessary.

5. The law permits public or private schools to offer the course but it does not permit a subsidy to nonpublic schools.

The rules required by the law were developed under the following plan: A 44 member committee was appointed. Half its members were safety

officials from public and private organizations, including the police and court and highway officials; the other half were school administrators, teachers and principals. In establishing the rules the committee was mindful of several important factors:

1. The rules must be flexible.

2. Michigan has a tremendous task ahead of offering a program for every 15 and 16 year old person in Michigan within one year.

3. There must be the finest cooperation between the department and public and nonpublic school officials.

The rules as established follow as nearly as possible the rules agreed upon by the National Commission on Safety Education of the National Education Association. They are:

1. Subsidy for the program began on Feb. 1, 1956.

2. The course shall consist of 30 clock hours of instruction with permission to count observation time in the car as two hours of classroom instruction. The term "clock hours" rather than "class hours" is used because class hours in Michigan vary from 40 to 70 minutes.

3. There shall be a minimum average of six hours of practice driving with not more than four students in the car. Where the multiple car programs are in operation on off-the-street driving areas, the hours of instruction in the car shall be given under a separate agreement with the superintendent of public instruction. The rules require one hour of practice driving under traffic conditions where the



Detroit Times Photo

multiple car plan is used. The rules also provide for the use of certain mechanical driver training devices under certain experimental conditions.

These rules on classroom time and practice driving time may be varied under certain experimental conditions if, in the judgment of the superintendent of public instruction, the experimental program is equivalent to or better than that established under the standards.

4. Instructors teaching driver education shall hold certificates valid for teaching in the secondary grades of Michigan schools, plus a minimum of 40 clock hours of special training, and after Feb. 1, 1957, two semester hours of credit. The schools will be permitted, under certain experimental conditions, to employ teaching assistants for only the practice driving portion of the course under the supervision of a fully qualified teacher if they are specially certificated by the state board of education.

5. Reimbursement for the program will be on June 30, the end of the school year.

6. Dual control cars shall be used in all cases involving on-the-street driving.

7. School administrators in public schools shall work with leaders in nonpublic schools to develop programs of driver education available to all youths eligible for the course.

8. The school district may offer the course during the regular school term, after school, or during the summer.

9. Students are required to declare

A multiple car plan is in operation on this controlled area at Denby High School, Detroit. There are similar programs at eight high schools. The areas are used from 8 a.m. to 10 p.m.; adult classes are held at night.

whether they wish to take the course at the time designated by the local school authority.

10. Each student passing the course shall receive a certificate approved by the superintendent of public instruction. This will save time for school administrators as students may take the certificate to any licensing office in the state as proof that they have completed a course.

11. Every automobile used in traffic by the school shall carry a sign in chrome yellow and black with the following wording: "DRIVER EDUCATION CAR. DUAL CONTROL. (NAME OF SCHOOL DISTRICT.)"

Approximately 400 Michigan high schools now offer some type of driver education program. The schools are currently using three variations in the type of program offered:

1. In several large cities, such as Detroit, Kalamazoo, Saginaw and Flint, the multiple car program is used. The school district owns a specially prepared, controlled driving area that simulates actual driving conditions as nearly as possible; one instructor handles from six to 13 cars. This program can be offered for under \$30.

2. Most schools offer the conventional driver training program with practice driving offered by an instructor in the car with some three or four high school students.

3. The third variation is the plan used at Dearborn, Mich.—conventional instruction plus mechanical training units, which are used in an effort to cut down the hours of practice driving.

The combination multiple car and mechanical driver training program is similar to the plan used at the Lane Technical High School in Chicago.

Michigan's school people are firm in their conviction that high schools can teach young people to drive safely. They have examined the records and found that it is not just the 16, 17 and 18 year old drivers who are the dangerous drivers but that drivers in their teens on through their 25th birthday are subject to more accidents than any other group. It is a well known fact that good attitudes are the single greatest factor in eliminating accidents. Good attitudes come as a result of adequate knowledge and expert skills, and good teachers are the best prepared to offer this instruction. There is a full realization that driver education as a subject is virtually brand new, that there is much to be learned, and that there must be adequate experimentation. It is the opinion in Michigan that after seven years, when nearly every person in Michigan under the age of 25 holding an operator's license will have been trained especially for safe driving, 500 lives per year can be saved on the highways in the state.



Don't let that tyrant, the mail, drain off the zest of school administration.

"Good clean fun, a rich deep-down joy, some frustration, many disappointments, and an occasional heartbreak" — that's

School Administration - - - in Retrospect

HENRY M. WRISTON

*President Emeritus, Brown University, and
Executive Director, The American Assembly*

A FAMOUS banker said: "Unless I guard against it every moment I find that I am not running the bank; the bank is running me." Certainly any school administrator very long in the business knows how easy it is to let the school run him.

When I realized that it was happening to me, I sought to find out how and why. The first culprit was the mail. I would approach the office with my mind full of things I wanted to do. On the top of the pile of mail would be one of those letters with what might be called a standard opening: "Sir, you cur." This affected my blood pressure and drove every constructive thought from my head.

The next letter in the pile might ask a sensible question, but the reply would require a review of earlier correspondence—and maybe some vote of the board—to be helpful and honest. That took time and further postponed getting at what had once been on my mind, but which was now fast fading.

You know what was in the rest of the pile: an invitation to give an

inspirational address (fighting words with me) at the opening and dedication of a "new and enlarged" parking garage; a series of perfectly routine letters that anyone could answer, or to which no answer would be the most appropriate response.

Almost without fail the mail contained at least one questionnaire: the salaries of teachers in the several departments; the full range of salaries with an explanation of the spread and of the intermediate amounts; to what did I attribute spring fever and the urge to break windows. Any questionnaire, even a good one (a contradiction in terms), would send my blood pressure up a few more notches and bad ones (a tautology) further.

Before the pile was finished the appointments began and my idea was at least sleeping and probably dead. My first rule for running the college, instead of being run by it, came to be this: Never look at the mail until it has been sorted, with the relevant previous material assembled and attached; all routine replies should be drafted by someone else; inquiries which other officers could answer as well or better ought to be referred to the appropriate person; if courtesy required my signature, the replies

could at least be drafted by the man (or woman) who was able to do it most effectively.

This solution provided some freedom from the tyrannous character of the mail. I could do what was in my mind to do when I came to the office, and do it while it was still fresh and could be done zestfully. At least I was not taking dictation as to my activities from every Tom, Dick and Harry in or out of the educational world.

The second insidious way in which the school can run the school head, and to the damage of both, is by giving him no time to read or write. There are always more things to be done than any man can do. Reading can be put off; it does not seem so urgent or immediate as some other things. But the plain fact is that reading is a professional matter; it is an official duty. Therefore it is not marginal, not something to go to sleep on. If it does not have a very high priority, it does not get done. And the longer it does not get done, the lower its priority becomes. By and by reading is abandoned, though the pretense is preserved.

Meanwhile, the making of speeches goes on, and on, and on. But a mind

Abstracted from an address before the Institute for College and University Administrators, Harvard University, 1955. The address was published in the *Association of American Colleges Bulletin* 41:519 (December) 1955.

not refilled is soon emptied. Then the clichés take over. Every speech tends to rely upon a good story (all too often it is "the" good story), the gracious word, the technic of filling time, saying less and less.

Any speaker who pretends he does not repeat is fooling no one—unless he fools himself, the easiest mark after all. When you reach into the barrel, be sure to keep a record of your sin. It will save the embarrassment of repeating the same thing in the same place too often. And beware the extemporaneous: If you are driven to it, take a tape recording and have it typed. Then read it and shudder, and sin no more!

The only suggestion I have to offer for finding the time essential for reading and writing is an extra office, where you can go and be "unavailable." It should have a separate secretary, a combination of bibliographer, editor, critic and stenographer, who keeps a close record of what you have said, when and where, which speeches are new and which patchwork—I almost said crazy-quilt—made up of frag-

ments of worn-out verbal garments. And ideas become tatterdemalion more quickly than rayon.

If you dictate speeches, revise and revise again. It is astonishing how verbiage can shrink through revision and how the cogency of an argument is enhanced when the prose is lean, without adipose adjectives and adverbs to soften and conceal its bony structure, if any.

This is a hard gospel, and the labor is fatiguing. There is no phase of administrative activity where careful preparation and thoughtful concentration pay higher dividends than in the inevitable and all too frequent speech making.

BUILDINGS AND REAL ESTATE

The third factor that tends to make the school run the schoolman appears when he tries to do everything that an administrator ought to do. The head of a school system is not only, as Marjorie Nicholson tersely expressed it, "the recipient of the ultimate buck"; he is responsible for an extremely wide range of activities—so wide, indeed, that if he tries to learn them all at once, much less do them all at once, he is certain to bog down. In fact, it takes several decades to learn his job in all its aspects. I shall retire from the college presidency with many lessons unlearned.

For example, it has been my misfortune to spend 30 years in the real estate business. Both institutions I have served were located in the heart of a community and in one of the better, if not the best, residential sections. The logic of institutional growth was far too obvious and the attempt to acquire necessary property sometimes seemed like submitting to a holdup. Learning how to cope with this problem is a full-time job in itself. It requires a deviousness which, if applied to other phases of his work, would justify the general reputation that is given to college presidents of being somewhat less than candid. Of course many school administrators do not have to face any such real estate operations. Those in that happy circumstance should utter a prayer of thanksgiving, remembering, however, that they can easily become mired in some other phase of essential activity.

A related aspect of a school administrator's work which must be learned is architecture. In this field he must not only be an expert in esthetics (that is the simplest phase); he must

approve the design of buildings which please the modernist and also the traditionalist; but he must never compromise between the two, for that is unsatisfactory to both.

Even more difficult is the care one must take in the design of buildings. An architect can seldom give you something good you do not know you want. He is almost certain to give you something you do not want unless you have a very precise knowledge of what you desire. What you want is not to be determined by inspiration but by hard study and analysis. Only so can you bring your requirements within reach of your financing, while sacrificing nothing in the functioning of the building. The perfect classroom has yet to be designed, but unless it is designed within your administration you will be held accountable.

There may be a school head somewhere who does not need any buildings. If so, he is in a position to pray the prayer of the Pharisee, expressing thanks "that I am not as other men." But if he exalteth himself in this matter, he will be abased in some other.

HIRING TEACHERS

A school administrator must not only buy land and building materials, he must be continuously strengthening the faculty. In reaching a decision, how much attention should he pay to character, to personality, and to scholarship in a prospective teacher? There are sharp differences of opinion about all these matters.

Scholarship is a primary essential of the teacher.

As for character, one should do his best to look to integrity but should not confuse religious irregularity or personal habits (like smoking 30 years ago) with character. As for personality, one must look to the long pull and not to the short. I have known the glib and the genial, the apple-polisher and the careerist to make a strong first impression at the time of the appointment, which turned terribly sour three years later. And the man whose silence and apparent impassivity scared me most turned out to be one of the greatest young teachers I ever knew. When you are forming a responsible judgment, either on your own initiative or in dealing with the recommendation from a department, you are on slippery ground. If you do not make mistakes you are a genius. It will be a real test of your own character whether you are ready to face the



Find an extra office where you can be "unavailable." There read, write.

consequences involved in correcting your mistakes.

The precept used in deciding what candidates to take, the conservatism or liberality or rashness with which promises are made are all matters of greatest difficulty. Looking back on my own experience, the place where I now know that I told the most lies was during the early years in explaining to teachers whom I wanted to appoint what I hoped to do for them. Because of an ancient hallucination that school administrators are omnipotent, many of them believed I could and would do as I hoped to do. Taking my visions for promises, they accepted the appointment, not only to be disillusioned by what they experienced; they were also disheartened as to my character.

Bitter experience led to a practice which has since avoided many misunderstandings. No matter how simple the conference, make a record of it. It is best to dictate a summary in the presence of the man to whom you have been talking and give him a free hand to make corrections. In any event, the record should be made promptly. If the applicant has not heard it dictated, send him two copies, asking for the return of one either corrected or initialed. Whenever I have failed to observe this routine with religious fidelity the results have been unhappy.

Even when one has surmounted all these obstacles, the care and feeding of teachers is an art in itself. I do not need to point out that salaries, whatever they are, are ipso facto miserable; they always have been and always will be wretched. Our first obligation is to make them less wretched. Only when that is done with vigor and sincerity can one begin to stress the moral and spiritual compensations which go with teaching.

But there are other things which can be done; there are what might be called "fringe benefits." A policy of active generosity in the matter of sabbaticals and leaves of absence pays heavy dividends. It is worth accepting great inconveniences to let teachers go elsewhere for a time, gain new experiences, and broaden their contacts.

Another potent aid to faculty satisfaction is what I define as obedience to the 11th commandment: Thou shalt not commit. As a young member of the faculty I served on committees that did administrative work and that did manual labor, such as hanging the Japanese lanterns at commencement.

I did more irrelevant things than were necessary, and, in such small matters as lack of telephone service and occasional stenographic help, I was forced to waste time and effort. These "savings" looked all right in the public budget but were costly in the invisible budget.

If a teacher teaches and studies and sees students, that it about all one should ever ask of him. Administrative officers are the servants of the faculty, and they ought to serve and not to govern, and certainly ought never to rule. I know schools where faculty people are tied up two or three days a week with committee work from 4 o'clock on. The administrative costs look low in the budget, but instructional time and study time are wasted in inefficient administration. Moreover, there is a steady warping of perspective as a consequence of eternally hashing over the trivia that come



The administrator must please modernist and traditionalist but to compromise between them pleases neither!

before most committees. If these services were taken into account under administrative costs, where they belong, the expense of instruction would shrink and that of administration would burgeon.

Some of you may be not only intellectually but physically restless because I have mentioned so many aspects of the school administrator's labors which he must learn—but cannot master all at once—without ever referring thus far to his educational leadership, a phrase I am tempted to put in quotation marks.

One faculty member in a well known and distinguished institution said that the school administrator's educational leadership consisted in going to meetings, listening with half his mind to what was said, and then coming home and imitating projects he did not fully understand. It was a savage comment but contained more than a grain of truth. The plain fact is that with all his other preoccupations the school head will have to read and study, reflect and cogitate more than most do in order to exercise imaginative leadership over any considerable period of time. In general, he must be hospitable and sensitive to suggestions and not too deeply concerned with their originality. The dangers lie in getting administrative affairs so overorganized that they lose their freshness, that teaching loses its zest, that routine takes the place of excitement and drive.

If a schoolman remains long enough in the business, it becomes clear that there are cyclical movements in reform. One must avoid cynicism, therefore, when something is proposed anew which was practiced 30 years before. Every reform carries the seeds of its own decay. There is nothing wrong consequently with a return to an old approach if it is done with new knowledge, fresh insights, and zestful energy.

In education, as in politics, leadership is to some extent real and to some extent an optical illusion. The ideas are likely to come from elsewhere; it is the responsibility of the school head to dramatize them and to expound them, negotiate their passage, and facilitate their trial. If these functions are well performed, the results are often better than those which follow an attempt on his part to be the originator, the creator, and the actual leader.

The relationship of the administrator with the students is one of the most difficult of all his tasks. If he begins young enough, it will be remarked with approval that he appeared in the locker room and took a vital interest in athletics. He had not yet been reduced to golf but was able to play

tennis and to throw a ball and play on the faculty baseball team without making a perfect ass of himself.

But the man who keeps that up a moment too long does not make himself popular; he just makes himself ridiculous. There comes a time when respect has to take the place of good fellowship, when "sir" becomes part of every sentence addressed to him. Then, if students refer to him by his first name or nickname, it may not be with affection but as a form of ridicule.

I forbear to say much about the school head's public relations. In the modern world it is extremely important, but pressure is often exerted to have him base public relations upon an entirely erroneous principle—namely, to say only the things to which everyone will agree immediately, to put himself in a descending spiral of timidity, finally to say nothing at great length. I believe it is the responsibility of a school administrator to have opinions and to express them with vigor and forthrightness and yet with as much tact as he can summon without losing the point.

Particularly in dealing with alumni, it is essential to talk about educational matters and to treat them as adults and not pander to the group that thinks of nothing but athletics. This is a very small group that gets far too much attention. But public relations is a side of the business that has to be learned.

SOME TRUSTEES QUITE BRITTLE

Finally, there is the relationship to the governing body. This must be one of complete candor; board members should be kept informed and interested if possible. Proposals ought to be advanced with a view to obtaining a consensus; they should be reshaped and modified until a consensus is in sight, or abandoned if compromise has ruined their substance. It is a mistake to press trustees too hard; an educator should stop before the breaking point, remembering that some trustees are quite brittle.

The school administrator must do all these things but he cannot do them all at once. Therefore, while he must do some of them all the time, he must do the others only from time to time, and he must find space in his calendar and energy when he does them at all to do them well—thoughtfully and completely.

Besides their sheer bulk, there is another reason it is essential to attack

some of them from time to time, instead of all the time: It is to escape boredom. No superintendent long in office will have difficulty understanding what I mean. Boredom can be escaped by varying the emphasis in one's duties. I have found that the greatest single source of refreshment is to change the zone of my own activities from time to time.

DEPUTIES GET BORED, TOO

In order to do this, one has to deputize some of the duties, but none of them in perpetuity. This has a marked effect upon one's administrative theory and practice. If one is devoted to rigid design and likes a chart of the organization of the school system bureaucracy that he can paste on his wall, he will make assignments which can be changed only by involving a rebuke to the person relieved of his duties. Long ago therefore I adopted a fluid type of administration. There is no clear definition of what a principal should do or what a business officer should do; the authority or the influence exercised by those people depends, as do the influence and authority of the head, upon the personality and the adaptability of those who from time to time hold the office.

Often they too get bored with the "uninteresting repetitions of familiar strenuous exertions." One must therefore watch his administrative colleagues and, at the first sign that they are bored or stale or fatigued, make such adjustments as bring to them the same refreshment that the school head can find by varying the accent on his own activities.

For my part, I think there is another practical reason for a fluid administration: There are not so many boundary disputes. Two things can happen when a firm and formal assignment of deputized duties is made: A man will either stay away from the boundaries of his neighbor or he will crowd them. The first produces a vacuum and the second friction. If there is a zone of mutual activity, they tend to work together better and there are not so many appeals to the head office to settle quarrels. If there are occasional conferences in his office as to which one shall take over a project, the assignment ceases to be a matter of amour-propre and becomes one of convenience.

All this may be taken as a horrible confession by some of my colleagues in the craft. However, if I had it to



Relieve the teacher from serving on committees that do administrative work and from manual labor, such as the hanging of Japanese lanterns.

do over again, I would turn to this theory of administration earlier and apply it more freely.

I think it tragic that the tenure of many school administrators is so short, that so many run afoul of trustees who are men of good will but without *expertise* in a field which is highly complicated and very technical, where the analogies to business are often more deceptive than revealing, and where business ideas when transferred become the enemies of good administration. We have in America a unique governing relationship. The varieties of charters, the multiplication of by-laws, and the differences in size, objectives and resources make each of our school systems a separate problem. There is room, however, for the professional administrator—the person who gives his whole working life to it. In this career he can find profound satisfactions, his own share of good, clean fun and a rich deep-down joy—as well as some frustration, many disappointments, and occasional heartbreak.

OPINION POLL

It's scholarships, 2 to 1. Superintendents want federal and/or state governments to aid superior public high school graduates

A nationwide sampling of superintendents by *The Nation's Schools*

FOR those who like our freedoms best, it's scholarships 2 to 1. That's the only way *The NATION'S SCHOOLS* can interpret the voluble responses to this month's poll, which is on the subject of government scholarships for superior graduates of public high schools.

A striking 68 per cent wholeheartedly supports the idea of scholarships financed by the federal government. A more emphatic 71 per cent favors government subsidies for high school graduates from state funds. The apparent discrepancy in the percentage total points up the fact that many respondents (actually, 47.6 per cent) want government aid for promising students from both Congress and state legislature. Conversely, 22 per cent do not want it from either source.

The second question asked our sampling of public school administrators was whether scholarships should also be offered to graduates of private and parochial schools. Respondents voted 3 to 2 that all superior students, regardless of their system of precollege training, should be granted the proposed scholarships.

Why do schoolmen want such scholarships? They say our nation is losing some of its finest brainpower because many superior students can't afford to go to college. Whether for peace or war, the nation needs scientists, engineers, teachers and leaders of all types and can't long withstand the present wastage of talent. Nor

is the by-passing of individual potentials consistent with our democratic ideals, they believe.

In fact, *The NATION'S SCHOOLS* poll gives our governments, federal and state, a clear mandate to provide scholarships to superior students.

Let's skim the top off the schoolmen's comments favorable to federal and state scholarship grants:

"We should subsidize our superior students who need help to further their education even as we should subsidize the small farmer who needs help," writes a rural Minnesota superintendent. "The benefits to our nation will far surpass those investments made to help the farmers or any other group."

"One of the most tragic scenes in American life is the tremendous waste of human resources," declares an Arkansan. "By equalizing educational opportunity at all levels, we will enhance the growth of our democratic institutions immeasurably."

"We need more of all types of scientists, engineers and professional people. This is one way to get them," comments a California administrator.

A New Yorker suggests a method: "Scholarships should be granted on the basis of scholarship, probably by examination. Winners should be announced. The stipend should vary from a token payment to a fairly substantial amount, depending on the need of the applicant, cost of the program, and other variable factors."

A Michigander favors federal scholarships only if students give some years of service to the government, and state scholarships on a loan basis only. "The government should be no hand-out agency. We have too much of it."

Now we are veering toward the vocal minority, which regards education as a state and local function and is determined that it shall remain so. These schoolmen peer sharply into the future and think they can see strings manipulating federal grants.

An administrator from New Mexico writes: "We have failed to make use of a substantial number of scholarships available through other sources." A Kansan comments: "I am highly in favor of labor and industry offering scholarships."

"Too much is being dished out now for the good of our national and state well being," complains an irate administrator from Mississippi. "When will this trend toward paternalism stop? Has history taught us nothing?"

"TOO MUCH LIKE COMMUNISM"

"Sounds too much like communism," says a South Carolinian. "This is a widespread practice in Russia today." From the same state comes the comment: "If a pupil has ability, he can make his own way and prove it."

A man from Minnesota suggests: "Let colleges and universities use the money now used for athletic scholarships for superior students."

"Much would be gained by providing part-time employment to finance college education," writes a Californian. "Industry is doing this now, but the practice is not wide enough."

In regard to federal or state scholarships for private and parochial school graduates, the majority opinion is expressed by this administrator from Montana: "Yes, they should have it provided college board tests are given, and the scholarships are awarded on an honest competitive basis. No federal aid while the student is in private or parochial school. But he should be entitled to assistance once he is through school if he can cut the mustard."

As spokesman for the minority view here is a man from Minnesota: "Our government is going too far already in helping parochial and private schools. The church and state must be separate if we are to keep our democratic way of life. I do not like the trend along this line; it is high time to put our foot down."

1. Do you favor government scholarships to superior graduates of public high schools from:

- (a) Federal funds? Yes 68% No 32%
(b) State funds? Yes 71% No 29%

2. If scholarships are granted to graduates of public high schools, should they also be offered to graduates of parochial and private schools? Yes 60% No 40%

JUST as the parent must shear away a layer of deep and woolly nonsense extending all the way from Marilyn Monroe to Adam and Eve in the Garden when he sits down to tell Johnny about a simple biological process, so must the speaker on press relations do some severe paring.

For, around such vigorous journalists as John Peter Zenger, Horace Greeley, Hearst, Scripps and even Walter Winchell, there has developed a thickening fuzz of romanticism which somewhat obscures the everyday business of printing a newspaper.

Some editors—and, I suspect, even some professors of journalism—have been inclined to nurture and foster this romanticism. We in the newspaper business like to think of ourselves as working in the tradition of our great men just as teachers cherish the notion that they are following in the footsteps of Pestalozzi, Dewey, McGuffey, or Henry Churchill King.

The fact of the matter is, though, that a newspaperman's first responsibility is to put out a paper that people will want to read and advertisers will want to use to promote their business.

Unless newspapers sell and unless they derive enough revenue from advertising to meet expenses and pay a reasonable profit to the owner they go out of business. The highest ideals in journalism are worth little if you have no printed pages on which to practice those ideals.

It is important that this obvious but frequently forgotten fact be understood by those outside the newspaper world who seek to use the influence of the press in promoting a public project or bettering conditions for themselves in their own business or profession.

If a newspaper is uninteresting and does not sell, if it cannot make income top outgo, the management cannot go to the voters and ask for a 3 mill operating levy to cover the deficit. If a newspaper wants a new building, it cannot ask the taxpayers to support a bond issue. The paper's management must either save the money or prove itself capable of paying the money back to a commercial lender with interest all drawn from its earned revenue.

The press has to pay its own way. It wants to do so. It must do so to remain free. If it accepted subsidies either from other businesses or from the government to meet deficits created by uneconomic operation, then it

The Birds and Bees of Press Relations



D. K. WOODMAN

Editor, News-Journal, Mansfield, Ohio

would immediately become, to a paralyzing degree, the kept creature of the source of those subsidies, not daring to criticize or question them.

That is the plain birds and bees story of journalism.

But what does it mean to school administrators? Perhaps I can illustrate.

Recently a principal of one of our elementary schools publicly attacked his local newspaper "because it was not doing its job of telling the public about the schools." Asked to be precise, he opined that a reporter should be assigned to one teacher, for example, to write about how courses of study are prepared, presented to the pupils, graded and so forth, so that both the purpose and methods would be clearly understood.

I am inclined to wonder how many newspapers that principal would buy to read a series of stories on how his city's water supply is planned, tested, delivered, treated and so forth so that both the purpose and methods would be clearly understood.

The chances are he would not buy a single copy unless he had at that moment some special personal interest in his water supply or *unless there were a public controversy on the subject!*

Now if nobody read the series of articles the principal was talking about, what good would they do anybody? None, of course.

THE PROPER APPROACH

You have possibly heard it said of some composers that they get great musical ideas but do not know how to develop them into compositions the public wants to hear again and again. Our principal was in somewhat the same predicament.

Had he picked up the telephone in his office and called the city desk of the local newspaper he might have

gotten exactly what he was asking for by using this approach:

"Papers and magazines over the country are printing articles charging that schools today don't teach children to read properly. I'd like to invite a reporter to interview some of our teachers on how they teach reading and then make some tests of their own on our pupils. I will try to assist you in getting consent to use the names of pupils interviewed except in any instances where the results might be embarrassing to the child or the family."

Now instead of attacking the newspaper and revealing that he has a pretty poor news sense, the principal would have turned the tables. He would have offered a challenging suggestion for a timely story on a topic in which there is nationwide interest.

It has been said that everyone has a book in him and in most cases it ought to stay in him!

Well, that is not true of teaching or any other job. Everyone has a news story in his work, if he can only find it!

ANYTHING UNUSUAL IS NEWS

Remember this: Anything that's unusual is news. The more unusual it is, the more newsworthy it is.

Another thing: If you think you have a news item, ask yourself: "Would I pay 7 cents to read this about somebody else?"

The best thing that can happen to you in developing good press relations is that you eschew the word "publicity" as if it stank. Newspapers aren't in business to "publicize" anyone or anything—if they are, they don't stay in business long as we have recently seen in the rapid and well deserved death of Marshall Field's publishing venture, PM.

Newspapers are in business to print—and they stay in business when they

do print—what a whole lot of people want to read.

All right. Suppose you have such an item. You have a fourth grade pupil who can draw like Matisse. Or you have discovered a sure-fire way to teach spelling. Or you can prove that the libido is a philosophic tangent responsible for the last two world wars. Or your school board has decided to build a new high school. You know you've got something a whole lot of people will want to read. How do you get it in the paper?

If you are new in the community, just call the editor and ask him. He'll probably refer you to the city desk which handles local news, and the city editor will probably refer you to a school editor or reporter who will ask you your facts and go ahead and write the story. They may want a picture, too.

If you've got real news, don't worry. Just let the paper know you've got it and it will carry the ball from there.

But, you say, we look at getting news about education before the public as a continuing job, not just a one-shot affair.

Well, newspaper publishing is about the most continuing job going. Most newspapers come to your door or your newsstand not just five days a week, but seven, and without any three-month interruption in the summer.

GET TO KNOW THE EDITOR

So, make the acquaintance of the school editor or reporter, especially, and the paper's editor-in-chief if possible. Keep the school writer apprised of what is going on. Make your contact at least once a week and report, conversationally, both major activities and small humorous or human interest events.

You will soon spot what the paper is interested in and you can make your reports to the point.

Should you try to write any of this material yourself? Newspapers differ. Ask the one you're dealing with how it prefers to get its material.

(Smaller papers are often short-handed and like to get typewritten, double-spaced copy already prepared by their contributors. Larger papers usually prefer staff written stories. But that's not a rule, so ask!)

Do newspapers prefer a centralized source of school news or a decentralized one?

A centralized source is more convenient to all concerned, but it is also

more subject to censorship, coloring and formalized reporting. Don't get so involved in *how* you report that you forget it's *what* you report that counts.

"How can schools obtain a balance of school news in the paper among various phases of school activities?" we have been asked. A newspaper can make the number of marriages it reports balance the number of divorces only if they happen to do so on the public records. If your school activities balance and your reporting is equal from such sources as sports, curriculum, student and teacher activities, and administration, then you'll probably get a balance of news.

But if the public is more interested in sports than in P.T.A., then your P.T.A. reporter is going to have to work a lot harder than your coach to get "equal space in the paper"—if that means anything.

Are there any public school activities or issues that should not be released to the press?

Theoretically, no.

The taxpayers provide all the money for the operation of the schools, and any taxpayer is entitled to examine school records and to receive a courteous and informative reply to any sincere question regarding school activities. The newspaper is a taxpayer but, more than that, the press provides regular, and, we hope, perceptive, information on the operation of all tax supported agencies—school, city, county, state and national. It garners and transmits this information not for its own satisfaction but to show the taxpayers what kind of service they are getting for their tax dollar.

In actual practice, most editors agree that there are certain times when privilege (as the right to print news is called) should be tempered with discretion. Isolated instances of immorality which might reflect unfairly on student body or faculty are usually not published if the turpitude is personal and is not followed by arrest or other formal legal action.

In financial matters, newspapers are usually more than ready to cooperate with boards of education to prevent such price gouging as might occur if a seller knew in advance that he was in a favored position where the board would have to deal with him alone.

There is also a broad field of educational activity that is more or less routine. It is not news, and newspapers make little effort to cover it.

Finally, school administrators and teachers have a perfect right to exercise their own judgment in what they tell anyone. They can simply decline to comment, although they will probably want to weigh how their refusal to speak will affect the public.

In general, newspapermen have consciences and a sense of public interest quite similar to that of educators or anyone else. They are not scoundrels *per se*. So the best approach is just to talk over with them any problems regarding a ticklish issue or event. Concealment of an uncomfortable situation can often lead to more unfortunate complications than a frank but careful handling of its publication.

BEAR WITH MINOR MISTAKES

If you expect your local newspaper to be friendly, you need to treat it as a friend. Give your local paper a first break on your news whenever you can. Bear with minor mistakes and ask the paper to bear with you in yours.

Where there is local competition, your natural instinct will be to try to be fair, giving an equal break to all media. This often proves a lot less simple than it sounds for all news media like to be "first" with every important story.

You have an answer, however, to the most complicated press relations situations if you will only go back to the basic birds and bees facts of newspaper publication. You are dealing with a private business, and, as you would with a contractor or supplier, you will do business with the concern that can and does give you the best results regardless of the yowls from the competitors. You may not want to announce such a policy publicly and make an issue of it, but in practice you treat a friend as a friend, advising the medium that helps you most to make more frequent inquiries or to attend certain meetings where important news is likely to develop. There's nothing dishonorable about remembering which side your bread is buttered on!

Some newspapers group their educational news in school sections. These can be attractive, and they are convenient for readers interested primarily in school events. It is only natural, though, that these sections have a lower general readership than individual stories appearing run-of-the-paper.

Your chance of getting readers in a special section depends upon the

over-all merit of the section rather than upon the merit of the story itself.

Some schools employ specially trained public relations employees. This system is just as good or just as bad as the news sense of the public relations man or woman. If a board hires the right person, your press relations problems are pretty well solved; the wrong person will create all kinds of unnecessary frictions and leave you with a lapful of explanations from your expert about why you have a "bad press."

PUBLISHING TEACHERS' SALARIES

The chances are your newspaper does not publish a complete list of teachers' salaries even though it has a perfect right to do so—just as it has a right to publish the salaries of all street workers or courthouse employees. Paid out of taxes, the amounts are matters of public record.

But a few papers do publish teachers' salaries, not just the salaries of specialists or for newly created positions, but all. Why?

The answer is that in some communities the teachers themselves have made the question of salaries so controversial that the public demands to know just what, exactly, the teachers are getting. Such a situation can be most embarrassing among members of a faculty who feel that their income should be their own business, and not that of the instructor in the next room.

You can take some solace from the fact that the situation is usually temporary and will end as soon as the agitators quit public circulation of reports and surveys tending to show how grossly they are underpaid. The only way to show whether those surveys and reports are accurate is to let the public have the dollars and cents facts about what the salaries are. Where teacher pay is not a subject of public controversy it is hardly news, unless salaries for certain positions are obviously out of line with the general scale or the work done. Then, of course, they become controversial or at least worth public scrutiny.

What has been said here is strictly from the newspaper point of view. It may not jibe too well with the educator's point of view. It was not intended to do so.

It was your look on the other side of the journalistic fence. And you may want to join me in the reflection that what often looks at first like a fence can turn into a useful ladder.

County restudies its policies on

Teacher Procurement

THOMAS E. SMITH

Superintendent, Bay County Schools, Panama City, Fla.

WE WERE concerned with making a restudy of our teacher procurement policies recently. We called in representatives of government and business personnel departments to help us work out a plan for obtaining the best qualified persons possible to teach in our schools.

We are pleased with the results of this study. It has helped us eliminate several educational hazards during the current employment period and has given us greater confidence in the people we have employed.

After conferences with these people, we set up a procurement system in the office of the county superintendent which must be used as a basis for all employment. Application blanks provide the information needed for

various positions. Applicants are classified and evaluated according to the references and financial reports. A list of applicants, along with pertinent information, is sent by the superintendent to principals. From this list recommendations are made.

We keep the list of applicants current by mailing each person a card at the end of each employment period to ask if he wishes to keep his application active for another year.

We think that the plan has been a step forward in that we have a better system of letting applicants know that we are interested in them as well as getting more information about them. The cost is somewhat greater, but this certainly is justified in relation to the end result.

We appreciate your application and credentials and have them filed. Your name and qualifications have been furnished each principal. You will be notified concerning any vacancy which occurs.

THOMAS E. SMITH
Superintendent of Schools

We regret that we have not had a vacancy for which your application applies. We are interested in keeping your application. If you desire to keep your application active please advise us not later than _____.

Also send us any additional information concerning your qualifications that you may have.

THOMAS E. SMITH
Superintendent of Schools

Naming That New School

For what or for whom?

JAMES M. SPINNING

Rochester, N.Y.

IT CAN be a delicate business, this naming of schools. I reckon that's why so many communities have settled for Northeast High School and West Hickory Street Elementary School or played safe with further exalting of George Washington or Benjamin Franklin or some other national figure from the list of approved patriots. They seem to fear that any attempt to cast honor near by might unjoint too many local noses and touch off some real name calling.

The task was simpler in simpler times. When a community was small enough to have only one school the natural and obvious thing was to name it for the community itself—Happytown High School or Purple County Central School. The district's real problem came when it got itself a second school. You just couldn't have *two* Brownsville High Schools, and nobody liked Brownsville High School 1 and Brownsville High School 2. Arabic notation was all right for elementary schools. You could run the P.S.'s into the high hundreds and nobody wailed. There was safety in numbers, and convenience. And you could always add names to numbers—say, McGinnis Avenue School Number 97.

But not with high schools. When Brownsville got its second, neither of them could be *the* Brownsville High School. So there you were with two schools to name, not just the one with the new bonds on it. Easy! One was surely west or north or south or east of the other. So let's box the compass,

even if in the larger cities we come out with a Nor' Nor' East by East High School. Who can argue with that? You can check it on the map.

Still let's not carry this thing out to its illogical illation. It's much saner and cosier to join the communities that have given us the countless Jefferson and Madison and Monroe high schools which dot the cities and sometimes the plains as copiously and indistinguishably as chain stores.

SIGNS OF THE ZODIAC? NO!

Now it's nice to stay out of trouble, even if that represents a pretty meager goal, and it's fine to honor the national great, to link the long, long thoughts of youth with the Fathers of the Republic. But that has been so abundantly done. Certainly, too, the trees of the forest and the points of the compass have been sufficiently honored the country over. Their partisans should by now be satisfied. In justice, of course, it should be noted that there have been neither propaganda nor complaints from geographers or conservationists. And so far no one has suggested naming our schools for the signs of the zodiac. Even the space cadets have not proposed the names of Mars or Saturn or Alpha Centauri.

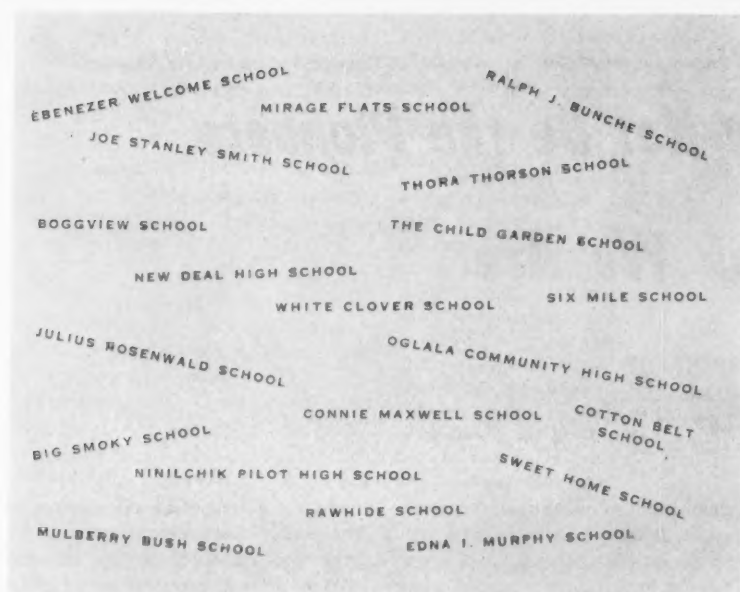
Well, for what or whom should schools be named? For a brace of decades the question has been too largely academic. So few new ones have been built that until recently there has been little need to stew over the incising of façades. Now, fortunately, the whole matter is exigent

again. Let's face it, even with the added worry of where to find any face at all on one of these modern functional school structures, or indeed other place suitable for a place card.

I believe that, come hell or high dudgeon, the thing to do is to center on a favorite son or daughter, preferably one whose life has in some way been built into the kind of enterprise which the school represents.

Turning back the files of *The NATION'S SCHOOLS* I find that a little more than a year ago the editor voiced concern lest still breathing board members or local politicians usurp the title rôles. He advised that before any enshrining of these local figures they should be definitely and safely dead. Otherwise, he feared, they might outlive their reputations or find the honor too inhibiting. I acceded to his opinion—with one small modification presently to be mentioned.

In general (which, I may remark in these parentheses, is the most valuable phrase in any administrator's vocabulary), *in general*, it is bad business for a board member or community leader to allow such use of his name during his lifetime. However well he may know that he is entitled to the honor, he should wait with becoming modesty, for a hundred years if necessary, to see what posterity will do for him. He should be scrupulous not to reach for immortality with mortal hands. Otherwise, even with the least vainglorious of motives, he may discover that he has lent his name to an unfortunate precedent and



find himself at last in bad company. There should be none but free elections to Olympus. In general, board members should religiously exclude themselves and each other.

Nor should they stoop to the use of public nomenclature to flatter local purse or pretension. They may be grateful that public support of public education relieves them of the hard decisions which private donors often confer on private institutions.

Who then shall be honored?

Those who have brought honor to the community, those who have built honor into it.

Those who have helped ideas and ideals to burn more brightly, those who have tarnished nothing.

Those who have cared for others as much as for themselves.

Those who could see beyond today, who have made futures for others.

There are such in every city and village, the well beloved, the relatively unsung but worth singing about, often the very humble ones whom Jesus would exalt.

UNSUNG LOCAL LIGHTS

Such persons might be industrialists, civic leaders, clergymen, authors; they could be postmen or clerks, just as long as their lives have widely influenced the lives of others for good, have touched the moment with eternity.

They could be former teachers, principals, superintendents, men and women who have worked for the best things that the schools themselves

can work for. And if the choice should fall within this group, I believe that, as they themselves can have no vote and as they have probably had little enough recognition in this life so far, they might be allowed to smell the flowers in the now-and-here without waiting for the full verdict of posterity. In my judgment, they should not, of course, be elected until they have left active service and been certified by an informal commission as unlikely still to be able to forfeit public esteem. That reservation and the fact that I am saving my own name for a textile mill should exonerate me from any charge of pre- or posthumorous ambition that-a-way or of self-speaking.

But I have known schoolmen of the caliber I am talking about who for all the years of their retirement have been perfectly good risks, calculated and uncalculating. I honor New York City and San Diego for naming schools for such men as William J. O'Shea and Will C. Crawford.

Of late it has seemed to be good business to build the status as well as the pay checks of classroom teachers with national recognition days and with radio and TV spots of reassuring praise. It has been heartening to me that without conscious calculation but in manifest pride two communities in my region have this past year named their schools for well beloved women who over the years gave them vital and devoted classroom service far beyond the call of payday. One of them was a hundred years ago the

first and only teacher in the town. The other is still going strong, magnificently strong, on the near edge of retirement. I commend the example these towns have shown.

Sometimes when a board of education has chosen the name of, say, a school principal who many years after he had retired from active service has gone on into the world of light, objection has been raised that the present generation of students did not know him. Well, these youngsters didn't know Thomas Jefferson either, and succeeding generations will have no greater acquaintance with any of those who are "presently extant." I mention this merely to point out that in this naming business our boards of education have a responsibility to the past as well as to the present. Someone has to represent all the tenses. Yes, of course, they have a responsibility to the future, too. But the future will bring new schools to name—or there won't be any future.

Frequently history so conspires that a school may well be named for a man who has been eminent not only on the local but also on the state and/or national scene. That would seem to be a natural.

Generally, of course, there are individual and family cognomens that have genuine significance for local history and tradition. Their use for schools brings a valuable identity with a community's past. And often, too, there are distinctive place names, christenings by community pioneers and significant for the area (Ox-Bow, Corn Hill, Ivy Hollow), names that would be lost from local memory if there were no lintels on which they might rest.

I would hope that the answer might always be found in a name that gives recognition and a sense of destiny to the local scene and cherishes its uniqueness. Let us be indigenous enough to say proudly, "This is *our* town, not everyone's. These are *our* great, not everyone's."

It is good for us to put the stamp of our approval and of proximate immortality on what is true and honorable and of good report in our own heritage and our own circumstance, to the best which we in our community togetherness have produced and found worthy of honor. Our choice tells what we account the enduring values in human life and the kind of contribution that we believe we ourselves should be making to it.

We May Not Be the Pioneers We Think We Are

LORING C. HALBERSTADT

Director of Business and Research
Public Schools, Terre Haute, Ind.

SEDATELY or boisterously, the old and young in the neighborhood congregate at the schoolhouse or on the school grounds to learn, to pursue their civic responsibilities, to have fun.

School administrators and school boards are proud of what they term "community use of the school plant" and often regard the practice as fairly modern—possibly something they themselves thought up.

Neighborhood use of school property in Terre Haute, Ind., isn't new. In fact it's almost as old as Terre Haute. With a little research into old documents, you may find the same situation holds in your locality.

Our town wasn't founded until 1816. For 10 years after that the "scholars" got their "Tarnin'" from itinerant "professors" who kept school in this house or that. Then the citizens started to think in terms of a

school plant, a plant that the townspeople, as well as their children, could use for various purposes.

A few local leaders organized a joint stock company to erect a building for "teaching and worship." They sold shares in the company at \$5 each, and if the head of a family didn't have \$5 but was "handy with tools" and could spare the time, he could work out his stock subscription.

Soon the stock company had a building—to be used for school purposes and by those of the settlement. "This is the people's school, truly," one citizen declared, "a proud monument to their devotion to the cause of education. It places Terre Haute in advance of the times." An early pupil in the stock company school later wrote: "Education seeks a quiet nook for its ingratiating influences upon mankind."

As the years passed, the services of this early school were augmented by other private schools. It was in 1853 that the Indiana constitution, recognizing the importance of education to the community, authorized the general assembly to provide by law "a general and uniform system of common schools where the tuition shall be gratis and equally open to all."

Some of Caleb Mill's papers were printed in Terre Haute. Addressed to the legislature, they were signed "One of the People." Mr. Primrose's statement in "The Vicar of Wakefield" that his "second boy Moses" whom he wanted to enter business had received only "a sort of miscellaneous education at home" met with a quick response. That was not the kind of education people wanted for their children.

Public education soon became the practice, but at times our early school



Above: The Hook School at Terre Haute, built in 1857, was called "City School." A basement room was used for a town hall. The land for a "seminary" was donated by the Terre Haute Town Co. The building became a high school in 1863. Right: Annual report of Supt. Moore in 1861.

TEACHER'S REPORT.

To the Trustees of Pub Schools for the City of Terre Haute, Ind. The following Report for the quarter ending March 1st 1861 is respectfully submitted.

Whole number scholars registered	1822
" " Males	634
" " Females	1188
Males between ages of 5 and 12	
Females	
Males	
Females	
Whole number over 21	2
Average daily attendance	751 3/4
Books used	<u>McTear's Reading, Goodrich's Reader, Ray's Arith., Speller, Green's Grammar, McGuffey's Eccl. History, Cicero's Orations, Moore's Dict.</u>
Branches taught	
No. of Scholars in Primary Lessons	84
Reading	1822
Spelling	1822
Arithmetic	
Geography	
Grammar	
History	7
Composition	
Algebra	32
Philosophy	
Chemistry	
Astronomy	16
Purman	120

The above Report is true according to my best knowledge and belief.

Done and submitted to file on this _____ day of _____ 1861.

J. M. Moore Supt.

boards did not have money enough to conduct schools as they wished, so they rented rooms to private parties. In May 1857 the board resolved that it "after this date will require security for schoolhouse rent or payment in advance, and will hold all persons renting the same liable for all damages done to the buildings by their pupils."

Here are some of my gleanings from an early superintendent's reports:

"Citizens want to use the school buildings and grounds to worship, to hold concerts, to collect money from citizens, and to hold exhibits of various types." Such uses give "distinguished recognition to the schools."

Pupils, teachers, community leaders, and the people took part in "a public Decoration Day." The exercises brought out the significance and propriety of that day to the community, the state, and the nation.

On Arbor Day there were extensive literary and musical programs in the various school buildings. All residents of the neighborhood were there to help plant trees.

It was possible for an organization to rent the schoolhouse for a special event. Entries in the records include the following:

Use of Hall by Fakir of Ava....\$25

Use of First Ward House by

Tom Thumb\$25

Use of Hall by Peak family....\$20

Superintendent Wiley, in an early report, declared that "the application of education to the practical affairs of life helps make the school a social center." He cited examples, as follows: opening of school playgrounds after school hours; "people's meeting in school buildings, educational societies that prove their value to the various localities [through] artistic decoration of school property, improvement of sanitary conditions, and intelligent promotion of numerous undertakings for the comfort and happiness of the children." Other examples were the school literary society, school papers, musical clubs, picnics and camping parties, alumni associations, school gardens, playground centers, and vacation schools.

"Let the schoolyards under proper restrictions be made into parks for the people. Permanent casts should be built around certain shade trees, and light railings about the others, and the little corners and nooks planted in flowers and grass. Our Civic League will gladly assist this work," a superintendent's report said.

Right: "The school Trustees of the city of Terre Haute have hereby leased to L. B. Franklin the south room of school house No. 3 for 3 months from this date, he the said Franklin agreeing to pay to the Trustees the sum of Fifteen Dollars & also be responsible for all damages done to the building by his pupils & agrees to deliver up the said room at the end of the Term in as good condition as when received, wear & tear & unavoidable accidents excepted, for which rent he has this day executed his note with security payable 3 months after date."

The School Trusting of the city of Terre Haute have hereby leased to L. B. Franklin the south room of School house No. 3 for 3 months from this date he the said Franklin agreeing to pay to the Trustees the sum of Fifteen Dollars & also be responsible for all damages done to the building by his pupils & agrees to deliver up the said room at the end of the Term in as good condition as when received wear & tear & unavoidable accidents excepted for which rent he has this day executed his note with security payable 3 months after date. This lease renewable by, May 25. 1857

Geo. Hufsey att. &c.
L. B. Franklin

Witness that F. V. Birhowsky, Sec. of the G. E. School of the County of Vigo, State of Indiana, in consideration of the covenants and agreements made with me, to the School Trustees of the city of Terre Haute hereby lease to the said Secretary the following premises situated in the County of Vigo & State of Indiana to wit the south room of School House No. 2 in the City of Terre Haute to have and to hold said room during the term of three months or one quarter of a year from the 1st day of April 1857 to the first day of July. In consideration of the above demise the Lessee agrees to pay . . . twenty-six Dollars & thirty-five cts. for the rent of said room without any relief from the valuation or appraisement laws. The covenants with the Lessee that the society will use said premises with reasonable care during said term keep up all necessary repairs & commit no waste thereon & will surrender the premises at the expiration of said term in as good condition as when received wear and tear and unavoidable accidents only excepted. Witness the hand of both parties this 1st Day of April 1857.

From the real of the County of Vigo, State of Indiana, 5.65 for security against loss incurred by the Co.

Left: "Witness that F. V. Birhowsky, Sec. of the G. E. School of the County of Vigo, State of Indiana . . . hereby lease to the said Secretary the following property. . . . The two upper rooms of School-House No. two . . . from the 1st day of April 1857 to the first day of July. In consideration of the above demise the Lessee agrees to pay . . . twenty-six Dollars & thirty-five cts. for the rent of said room without any relief from the valuation or appraisement laws. He covenants with the lessors that the society will use said premises with reasonable care during said term keep up all necessary repairs & commit no waste thereon & will surrender the premises at the expiration of said term in as good condition as when received, wear and tear and unavoidable accidents only excepted."

Again: "Large parts of the yards should be reserved for the games of the school children and for the patrons and friends of the schools. . . . In connection with these outings, the people, young and old, may be taught things from books and the simpler kind of industrial work. . . . People of all classes over 14 years of age could come together at will, once or twice a week, for instruction and entertainment in any kind of work agreed upon and given by lecture, concert or recitation—largely a free parliament—under the general management of the superintendent of schools. . . . Thus we have a continuation school based on

the developed needs of the community."

In concluding his report, this early superintendent said its purpose was "to effect the union of educational theory and practice" by community effort.

Today we may have a special wing of our newer buildings designed with community usage in mind, or—in rare instances—we may have achieved city park-campus coordination, but so far as the theory and practice of community use of school property are concerned, we school administrators may not be the bold pioneers we sometimes concede ourselves to be.

Chalk Dust

FREDERICK JAMES MOFFITT



Mr. Chalk Dust celebrated his birthday on February 23. Here he is cutting the cake provided by his office staff for a surprise party.

APRIL

*My friends are filled with misery;
They raise an awful racket.
Their wails of woe are lost on me;
I'm in a lower bracket!*

WHO'S WHO IN EDUCATION?

BECAUSE OF THE "educational lag," so well publicized by some of the more energetic educational laggards, the profession is just beginning to catch up with management and labor in a number of interesting ways. To be sure, education is still far behind in fringe benefits such as coffee breaks, sitdown strikes, and general gains, but the trend is apparent.

Proof is shown by the multiplicity of specialties and titles which blossom daily in the organizational charts released by the schools of education. There used to be a headmaster and some teachers—now there are area superintendents, district superintendents, supervising principals, principals, assistant same, vice principals, and executive assistants to all the aforementioned. What has happened to the teachers is still more spectacular. They vie with the medical profession in specializing on each part of the whole child. Education now is probably saving quite a bit of money by allocating pompous sounding titles instead of mazuma.

Research shows, however, that the title business is not so new as we might think. Recent discoveries from ancient Egypt prove that the old

papyrus fillers (directors of personnel management) worked the same sort of run-around. The hieroglyphics on the tomb of one well known Pharaoh give the following organization: Adviser to the Pharaoh, Close Adviser to the Pharaoh, Only Close Adviser to the Pharaoh, and Only Really Close Adviser to the Pharaoh. In teaching, there is still a little way to go before we begin to appoint remedial teachers to remedy the reading of remedial reading teachers who remedy the reading before the child begins to read. But, in administration, education is still trying to out-pharaoh the Pharaohs. Pity the poor book salesman who has been told to interview the head man or else. Nowadays most of them don't get much farther than the Adviser to the Pharaoh, second class.

CONTROVERSIAL YEARBOOK

MANY school superintendents will agree that the 1956 A.A.S.A. Yearbook is even more controversial than federal aid, juvenile delinquency, or desegregation. The whole business of school boards and superintendents relationships is something that this reviewer would rather not even think about—particularly since Mrs. Busty has been appointed a member of the school board.

One chapter tries to explain hopefully "Why We Have School Boards." This reviewer has often pondered that same problem for many sleepless nights but never dared express himself

so openly. But the thesis to which many readers will take violent exception is that every organization bigger than a "neighborhood crochet club has something to promote in the public schools which constitute the biggest, most coveted sucker list on earth." Is this statement a snide attack on that great American institution, the Crochet Club? For many years the Crochet Clubs of America, together with the Sewing Circles, the Ladies' Aids, and the Progressive Penuchlers, have wielded a profound influence on schools, superintendents and maybe even on the A.A.S.A. itself. During the past year this club has: (1) Initiated a Beautification Campaign to include school walls, ceilings, corridors, playgrounds and the town pump. More than a hundred pictures have been presented to the school from some of the most prominent attics in town to replace present pictures which came originally from the same sources. (2) Expanded the homemaking curriculum to include crocheting, tating, embroidery, weaving and driver education (the latter sponsored by the Husbands' Crochet Auxiliary). (3) Furnished doilies, criticism and indigestible menus for cafeteria and contributed four antique Italian chairs for the Special Display Room (formerly the playroom). (4) Increased teacher qualifications. No teachers are employed who cannot crochet. Club has also shown an abiding interest in the superintendent, his wife, children and business, and voluntarily serves as an advisory group for these and other items too numerous to mention.

And yet, for shame! The 1956 yearbook says that a Crochet Club does nothing for the schools!

There are, however, some several good points about the 1956 yearbook. It is concise and practical, and it lays it on the line. After reading the volume, a wise superintendent will order a copy for each member of his board of education and demand that it be read aloud before each board meeting.

PARENTS' PLAIN

*If Johnny can't read
I'd like to know why
He has such a need
For the books I must buy.
My budget is low;
It's a puzzle, indeed.
Where do those books go
That Johnny can't read?*

**Yes, there have been salary raises,
but, even so, the economic position of teachers
has improved little, if any, since 1940.**

First of a series of articles.

The Economic Plight of Teachers

WILLIAM A. YEAGER

*Professor of Education
University of Pittsburgh*

WHILE there is general rejoicing among teachers when legislatures and boards of education recognize their economic plight by raising base salaries and granting increments, and corresponding satisfaction among laymen who may think that now teachers are well paid, the fact remains that teachers have made little or no gain in economic position among salaried employees since 1940. When one takes into consideration the lower value of the dollar and the greater demands of modern living on those offering professional services, including teachers, it is apparent that a teacher now needs a higher income to maintain a reasonable standard of professional living. Actually, however, the real income of teachers has declined.

It is becoming obvious to teachers and laymen alike that the relatively poor economic position of teachers is a major factor in both causing and perpetuating a shortage of qualified teachers. Able young people are not attracted to the teaching profession because of initial low base salaries and median salaries after 10 years of service. Too many competent teachers leave the profession annually because

they cannot afford to be teachers. As a result, the large number of lesser qualified teachers, most of them engaged in homemaking, who must be recruited annually at lower salaries to meet the current demand for teachers, tends to nullify many of the professional gains that were made during the past decade.

Teaching a Part-Time Profession.

A factor affecting both the economic and professional status of teachers, and seldom considered in any discussion of the subject, is that teaching is, in reality, a part-time profession. Most teachers are employed for a nine or 10 month school term with salaries contracted for on a school term basis. Salary payments begin with September and terminate with May, leaving many of these teachers without salary for a period of three months, unless payments are spread over a 12 month period. Salaries hardly adequate for maintaining a reasonable standard of living for nine or 10 months are quite inadequate for the remaining two or three months. Where funds are required unexpectedly for illness or similar purposes, the economic plight of many teachers is serious. As a consequence it becomes necessary for

many teachers, especially men, to supplement their teaching incomes through other means, during the school year as well as during the summer months.

Supplemental Incomes of Early Teachers. Historically, the teacher (schoolmaster) has always been impecunious, a fact commonly recognized in earlier days. As a result, he was often relieved of certain forms of taxation. He could collect tuition from his pupils under certain conditions. Gifts for the teacher have a long history extending even to contemporary times. The schoolmaster engaged in other activities, as town scribe because he could read and write, as a tradesman, as a choirmaster, or even as a minister, and in many other activities as his skills and inclinations motivated him. Borrowing money was quite common among teachers, many finding themselves perennially in debt. As if these things were not enough, there was a certain social disregard of his impecuniosity, extending even to salary arrears, in the light of the typical American attitude of "every man for himself."

Unfortunately, the teaching profession has been unable to rid itself en-

tirely of these social attitudes toward teaching. It still remains a part-time profession; it still necessitates supplemental income if one wishes to maintain any degree of respectability and decency in living; it still suffers from public apathy and complacency where economic advancement is proposed. It is true that great progress has been made, yet these facts and conditions must be reckoned with if teaching is to maintain a position of security among the great professions.

Current Salaries. Let us turn now to certain facts concerning the present economic status of teachers as measured by current salaries.¹ The average salary of all classroom teachers (1954-55) in smaller school districts (2500 to 5000) was \$3613. One must remember that half of the teachers receive salaries below this figure, perhaps as low as \$2000 annually. As the school systems increase in size, the median salary of teachers advances gradually, until in the same year the median salary for classroom teachers in large cities was \$5287. Some growth is indicated as these medians are from 7 to 12 per cent higher than comparable medians in 1952-53.²

Economic advantage is assured to classroom teachers in large urban centers, thus attracting teachers from smaller towns and rural areas and rendering acute the teacher shortage in those areas. Efforts of the state to equalize salaries in less favored school districts by various incentives have not proved sufficient to offset alarming salary discrepancies. Other means must be found to equalize salaries among all groups of teachers.

Comparison With Other Groups. The inadequacy of teachers' salaries should be considered in terms of meaningful comparison with the salaries of other gainfully employed groups. Compared with the salaries and wages of government employees, manufacturing company employees, and all employees, teachers' salaries have kept pace. However, the difficulty arises in considering these groups as comparable; teachers generally would not agree to this. A comparison with

three professional groups, dentists, lawyers and physicians, is most striking. The average net income of both dentists and lawyers was about three times, and of physicians about four times, higher than the average annual salaries of teachers. Even taking into consideration the salary advances made by teachers since 1940, compared with those for certain skilled and semi-skilled occupations, the advantage is still not with the teacher.

Dollar Value and "Take Home" Pay. The value of the dollar one receives in wages or salaries must be considered in terms of the things it will buy at the time. As the National Education Association has pointed out, the average salary of all classroom teachers, which reached \$4242 in 1954-55 in cities of 30,000 to 100,000, is worth \$3711 in 1947-49 dollars, and only \$2200 in 1935-39 dollars. *These facts indicate clearly the economic position of teachers has improved little if at all since 1940.*

It must be remembered too that the monthly "take home" pay of teachers is considerably reduced because of various payroll deductions. These include the income tax, other local taxes, retirement, social security, teacher organization dues in some instances, group insurance, government bonds when authorized, and other items. While certain economic advantages may eventually accrue to the teacher from these deductions, the fact remains that the "take home" paycheck is the financial basis upon which the teacher must provide for himself and those dependent upon him.

The relation of increasing life expectancy of teachers and the low allowance they may expect upon retiring aggravates a situation which may result in further financial embarrassment. The low allowance now received by many retired teachers creates a serious situation, and merely serves to accentuate the low base pay many of these teachers formerly received.

The current cost of living for teachers has remained relatively stable, with some upward pressure upon the cost of some items that teachers buy, such as education itself and housing. On the whole, wages and salaries of other workers have increased more rapidly than the salaries of teachers have during recent years.

Efforts to Improve. It is not to be presumed that there has been indifference to the economic plight of teachers on the part of boards of

education and administrators generally; nor have the teachers themselves individually or through their professional organizations been unmindful of the situation. The adoption of salary schedules, with higher base salaries, generous increments, and higher maximums has been characteristic. Within these schedules have been woven many new economic features, such as cost of living adjustments, dependency allocation, 12 months' service and corresponding salary, bonus, differentiation for men over women in certain instances to attract and retain more men, and adjustments on the principle of merit. In the secondary school, complicated schedules involving extra remuneration for extra duties (E.D.R.) are quite common.

In the last analysis, one must view these devices as designed primarily to provide more generous salaries for teachers, based on some administrative justification, such as increased length of service or competency, through an earnest attempt to attract and retain good teachers.

Problem Unsolved. The fact remains, however, that the problem of adequate salaries for teachers still awaits solution. School authorities, including boards of education, except in the more favored school districts, have not been successful in providing adequate salaries sufficient to attract and maintain an adequate supply of properly qualified teachers. As a result, the teacher himself must accept one of three alternatives. If the salary is inadequate for his needs, he will: (1) leave the profession, seeking greater remuneration for his services elsewhere; (2) remain in the profession on the salary received (which may suffice to bring him economic satisfaction if he or his wife is a good manager; otherwise he will continue as a teacher with indifference and distrust), or (3) seek other means to supplement his salary through various avenues of employment, which, while raising his economic level of living, may divide his energies and dilute his interest in his profession.

It is to the last of these alternatives that the second article in this series will give consideration. It will seek to ascertain the extent to which teachers engage in out-of-school activities, providing supplemental income to their salaries, the nature of these types of employment, and the effect that such supplemental gainful employment has on the teacher.

¹National Education Association: Salaries and Salary Schedule of Urban School Employees 1954-1955, Research Bulletin 33:63 (April) 1955. This bulletin contains an excellent analysis of salaries for 1954-55.

²Interesting comparisons and interpretations over a 50 year period can be found in Ruml, Beardsley, and Tickton, Sidney G.: Teaching Salaries Then and Now, Bulletin No. 1, The Foundation for the Advancement of Education, New York.

IN previous articles I have discussed the delicate art of getting along with the city hall and with the press. Two powerful institutions these, the city hall and the press, but there is a third group that requires equally intelligent cultivation. Top administration won't be able to give this sizable group intensive cultivation, but if the superintendent overlooks it he doesn't deserve his daily bread, be it well or thinly buttered. I refer to the school kids.

The puzzling part of this form of administrative neglect is that the school administrator believes his mind is on the children every waking and wakeful hour. And so it is in a theoretical and often practical way, but frequently it is not in a human relations way.

A wise and witty educator once commented that teachers never should complain about the behavior of their pupils, for, after all, parents send to school the best children they have. We must agree with this statement, but we also know that some of these children have not learned from their homes and communities the best possible ways of behaving. As the experienced schoolman knows, there is much to be done in the school by teachers, administrators and parents working together to improve the behavior of youth in out-of-school hours.

An important responsibility of the administrator is to keep firsthand contact with the schools he is responsible for administering. Many superintendents assert that they cannot find time to visit schools; many principals assert that they cannot find time to visit classrooms. I believe that first things come first. One of these "firsts" is firsthand knowledge of the units for which an administrator is responsible. In the case of the principal this means the classrooms; in the case of the superintendent this means the schools.

VISITING SCHOOLS REGULARLY

Some superintendents have found time even in our largest cities to visit schools regularly. It is a matter of scheduling. Of course there are commitments that will call the superintendent away from the school visit upon occasion. But this is no excuse for not scheduling this important activity.

Let any administrator try putting a visit to a school on his daily calendar. He will find that many of these scheduled visits will be made. Admittedly, some of them will not be made; they

must be canceled. If the president of the board or the mayor of the city asks the superintendent to meet him at a time originally scheduled for a school visit, the school visit must, of course, wait.

Inquiry of those superintendents who have given school visits as high priority as they can reveals that the schedule can be kept in many instances. One superintendent found it helpful to schedule himself for a school visit each morning on the way to the office. The people of the city soon learned that he was not in the office until 10 or 11 o'clock; at the same time they learned where he was, and they highly approved. This superintendent found that he was able to maintain this schedule of daily visits and do the other things required of him about as well as they had been done before he began the practice of visiting schools on schedule. Another superintendent found that a plan of scheduling school visits immediately after lunch was practical.

The responsibility of maintaining firsthand contact with the schools or classes for which the administrator is responsible takes precedence over many other responsibilities. The administrator should make this plain to the board and to the community and should ask for their cooperation. He need have no fear that he will lack support. Should he need assistance in administrative detail in order that he may carry out a program of school visits, he should make his request to the board, supporting the request with a detailed documentation of the demands that have prevented him from discharging this major responsibility.

**An important part of the
school administrator's job is**

Getting Along With the Children

JOHN P. MILLIGAN

Assistant Commissioner of Education for New Jersey

A visitor who was touring the schools of a city with the superintendent was surprised to learn that the children in the corridors spoke to the superintendent, calling him by name. This was the case because the superintendent had visited the schools frequently, had spoken to the assembly, and had impressed the children with his friendly interest in them. He never failed to speak to children he met in the corridors or on the streets.

Of course, a superintendent cannot know the names of many of the children in the school system, but this does not preclude his speaking to them. Such a practice is a major factor in building up the morale of the school system. Administrators will do well to recognize the importance of this simple procedure.

USE OF STUDENT PUBLICATIONS

The influence of the superintendent in cities of all sizes may be extended through the use of student publications. He should be requested by the editors or sponsors of these publications to extend words of greeting at certain seasons of the year. In fact, he should be the guest editor upon occasion.

If requests to contribute don't come, the administrator may ask himself and his associates why not and should seek means of having requests of this nature reach him.

One superintendent in a small city made it a practice to run a regular column in bi-monthly issues of the two high school papers. There were occasions when he could not meet his deadlines; however, there was always someone who could substitute for him.

Use of student publications by the superintendent is a means of revealing to those enrolled in the school system his philosophy and attitudes, his interest in them and their affairs. Such a practice is a moral obligation, busy though the superintendent may be. Upon receipt of a request for a statement for a student publication, the administrator can take a few minutes to dictate the statement. This he can set aside for later improvement, but the initial work has been done. He now has something to build upon. This practice will be found to work out well. It does not pay to put the job off until there is more time.

LOOKING AHEAD FOR TROUBLE

The school administrator cannot afford to be a pollyanna. Forces are always at work in the community to upset the apple cart. The administrator will be well advised to have his lines out so that he receives warning of trouble in the making before it is too late. On this subject I can speak with authority, because of what happened to me.

For me, March 6, 1953, will always be Black Friday. It was on this day that the Atlantic City school bus drivers went on strike because of the conduct of the students on the buses which they drove. The incident received nationwide publicity both in the press and on the radio. None of the publicity was good for the schools or for the city.

The background leading up to this unfortunate episode is necessary to an understanding of the event itself. In the first place, the school bus drivers were not under the control of the board of education. They were transportation company employees. The transportation company was required by the city authorities to transport students at a reduced rate as a part of the franchise agreement. Thus, school principals had no authority over the bus drivers, nor was there any formal basis for contact between the public school authorities and the bus drivers.

Furthermore, the transportation company—understandably because of the reduced compensation—did not feel obligated to relieve serious overcrowding on the buses. In brief, a serious situation was building up about which the school authorities were either ignorant or indifferent.

Of this situation I, the superintendent, was not entirely ignorant. I had

heard rumors of behavior problems on buses transporting students. Perhaps I should have investigated to determine how serious the problem was. The answer to the question, "What could I do?" is best answered by describing what I did after the unfortunate event transpired.

The drivers of the buses did not give warning that they would strike unless the students conducted themselves better. Apparently they struggled with the problem until they suddenly became overwhelmed; then they threw up their hands and notified transportation company officials through their union leader that they would not continue to operate the buses. So far as is known, there was no other motive behind their acts than sheer frustration caused by inability to manage the students.

I received my first notice of the difficulty in a telephone call from a news reporter asking me what I was going to do. Of course, I did not know what I would do.

After some thought I issued a statement to the press decrying the situation, assuming my proper share of responsibility, and asking for the co-operation of parents and citizens in seeking to influence the students to conduct themselves as they should. I contacted transportation company authorities at once, and through them made plans to have bus service restored. I promised to do all I could to maintain good conduct on the part of the students. I immediately requested attendance officers to ride bus and trolley routes and to report to me regularly concerning the conduct of the students.

REPORTING OF BAD CONDUCT

Then I planned with the transportation company manager a system by which bus and trolley operators would report bad conduct of students at once. The high school principal was asked to see that bus drivers were interviewed as they arrived each morning at the school to see what the prevailing situation was. The student council, in turn, was requested to take an interest in the matter and to use its influence to improve student conduct on trolleys and buses.

Only a small amount of the time and energy which the other school administration officers and I expended in locking the stable after the horse had been stolen would have prevented this occurrence. One thing alone which I

did could have been done many months before. With the help of the manager of the transportation company, a meeting of the bus operators was arranged (in a trolley car, by the way). I discussed with them some of the basic principles of managing groups of adolescent youths, pointing out, for example, the importance of getting to know the names of their riders early in the year. I emphasized the importance of a friendly approach in dealing with youths. In these efforts I was supported by some of the drivers who had discovered these principles for themselves, and, therefore, could testify that they worked.

In the months that followed this event, I kept my ear close to the ground in all matters concerning the conduct of students in the community. Thus I learned of many conditions that needed attention. By discussion of these with representatives of youth agencies in the city, much good was accomplished, and difficulties similar to the bus affair were prevented.

USE OF STUDENT COUNCILS

The use of student councils to assist in improving student conduct is a practical educational endeavor. One superintendent, new to his job, observed that the conduct of the high school students at football games was far from exemplary. At one game, among other evidences of poor conduct, he was alarmed to note that objects were being thrown from high places in the stands. The following Monday morning he called on the high school principal and urged him to take the matter up with the student council in person, and to keep up this contact for as long a time as might be necessary. The principal did so—why did the superintendent have to call this to his attention?—and the results were apparent in the remaining games of the season.

Junior high school principals, whose students attended the games, also were contacted and through their student councils the conduct of these students at high school games was brought to a higher standard.

From these experiences, I have come to believe that under proper faculty leadership the conduct of students in the school and in the community can be influenced for good to a very great degree. It is the responsibility of the school administrators to use every effort in this direction, to implement the Golden Rule.

Legal requirements for

Keeping School Board Records

LEE O. GARBER

Professor of Education, University of Pennsylvania

THIS is the second of two articles on the legal principles related to school board meetings. Last month's article was concerned with the requirements for holding a legal meeting and with voting. This one discusses the requirements for keeping a record of the school board's actions.

Must a board keep a record of its proceedings? A statute that requires a board to keep a record of its proceedings is generally held to be mandatory. Where, however, the statute requires that a record of only certain types of board actions be kept, courts are in general agreement that a record need not be kept of other types of actions. In the absence of a statute requiring the board to keep a record of its proceedings, no record need be kept.

What is the penalty if a board fails to keep a record when required by statute to do so? If the statute requires that a record be kept of the proceedings of a board, failure to keep such a record is generally held to negate the action taken. The courts have made exceptions to this general rule at times. In one case it was held that failure to keep such a record did not necessarily void the board's action because the statute did not specifically state that the record was the sole and conclusive evidence of action taken.

In some states the statutes require that a roll call vote be taken and that Yeas and Nays be recorded. Such statutes are, almost without exception, held to be mandatory, and their enforcement is required by the courts. A second type of statute, found in some states, is one that requires the secretary or clerk to keep a record. Most exceptions to the general rule are to be found in those states where this type of statute governs. Some

courts have held such statutes directory only and have justified their decisions on the ground that the failure of a particularly named person or officer to perform his required duty should not be permitted to nullify a board's action taken in good faith.

While enforcing statutes that require a recording of Yeas and Nays, courts disagree on the question of how strictly they should be enforced. Thus, some courts have ruled that an entry, in the record book, to the effect that the "vote was unanimous" satisfies such a statute. Other courts, however, have ruled differently.

What form must the record take?

With reference to the nature or form of the record, courts generally will not require a stringent compliance with a statute that requires or describes a particular type or kind of record. They recognize that such records are generally kept by laymen with little experience in clerical work, with little knowledge of the law, and sometimes with little education. Consequently, they are generally satisfied with a substantial compliance with the law, and will construe a record so as to give effect to the intention of the board, if it can be ascertained from the record.

Thus, where the statute required that the record be kept in record books, courts have held that a record kept on loose sheets of paper of assorted sizes was acceptable. It has been held that minutes kept in pencil, unsigned, and on the flyleaf of the record book were adequate. Where the law required the keeping of minutes, without prescribing their form, it has been held that a record that stated only that a certain motion was passed, without recording the vote or the manner of taking that vote, was held

to be an adequate record. It has also been held that the record need not mention those introducing or seconding motions, provided it shows the actual action taken.

May the record be amended or corrected? The courts hold that the record is the best evidence of action taken by the board, but this does not mean that an incorrect record must stand forever. A board has the authority to amend or correct a record at any time to make it speak the truth. The best method of so doing is by the passage of another resolution by the board. Where a record is alleged to be inaccurate, it can only be challenged in a direct action brought for that particular purpose. It cannot be challenged collaterally—*i.e.* in an action brought for another purpose. Thus, the legality of a contract for the construction of a school building cannot be challenged on the ground that the record of the board's action in calling the election that approved the bonds was inaccurate.

The right of a board to amend its record is not an unlimited one, however. For example, it cannot be exercised at the pleasure of the board to set up a state of facts that never existed. Neither can it be exercised in such manner as to affect the rights of those who have relied upon the record in taking certain actions. It cannot be exercised in such manner as to affect innocent third parties whose rights have become established as the result of action taken on the basis of the record. Thus, where, according to the record, the board entered into a contract with another, the board cannot change that record in such manner as to affect adversely one who relied upon the record in furnishing labor and materials to the contractor.

Where one checks the record and acts upon it, the record cannot later be changed if it is incorrect. This is because a record that had to be validated before it could be relied upon would be not a bit better than no record at all.

Nevertheless, mere typographical errors may be changed at any time so long as this does not result in a change of meaning. Needless to say, the right to amend a record must be exercised within a reasonable length of time. After a record has been on the books for some 15 or 20 years, it cannot be expected that the right to change it still exists.

The right to change or amend a record to make it speak the truth is not confined to the board alone. The clerk, so it has been held, may change

the record at any time while he is still in office. This right, it has also been held, may be exercised by the clerk even in a subsequent term of office.

What is the legal effect of the record? The record of the board, so it is generally held, is the official record of a board's actions, and it cannot be denied, disproved, impeached, altered or contradicted by oral evidence. Particularly is this true where the statute makes a board's record the sole evidence of action taken by that body. The courts will generally admit oral evidence to supply admissions in the record or to clarify, explain or supplement the minutes of the board, however, unless, again, the statute makes the record the sole evidence of what transpired. Of course, if a record has been lost or destroyed, courts will

admit oral evidence to establish its contents.

Is the record of a school board open to the public? Statutes frequently state that the record of a board of education is a public record and open to the public. Even if they do not, it is generally conceded that any taxpayer or patron may require a board to open the record to his inspection, if he so desires. In interpreting a statute that required that the minutes of a board be made available to the public, it has been held that they must be made available within a reasonable length of time after the meeting covered by the minutes was held—that a board had no right to refuse opening them to the public until after it had voted its approval of the minutes at the next regular meeting.

Administrator's responsibility for

Helping the Beginning Teacher

EMERY STOOPS and ALBERT R. EVANS

*Associate Professor of Educational Administration and Master of Education, Respectively
University of Southern California*

AN IMPORTANT personnel problem in all schools, particularly the large ones, is that of providing sufficient orientation and supervisory aid to the beginning teacher. This is a problem that concerns every member of the educational profession. Unfortunately, at the present time, there is no agreement either within the profession or among members of the public on a solution to problems concerning orientation and supervisory training.

Professional friendly relations with the beginning teacher should be considered of great importance in any plan for providing better supervisory leadership, if teaching is to become a profession in the genuine sense of the term.

The task of providing opportunities and aid for the complete adjustment of the beginning teacher should not be judged or limited on the basis of his academic background. For example, the problem should not be dismissed with the belief that the

faculties of large schools are not so well prepared as the faculties of the smaller institutions to give the beginning teacher background which will enable her to establish friendly social and professional relations. The supervisor should continue with increasing definiteness and scope a program which has already been well begun in college.

The professional preparation begun by the teacher in his training college should be extended to and completed in his individual school. It is the supervisor's function to assist him materially in achieving professional and social fulfillment as a teacher. The beginning teacher must use much of his free time in furthering parent-teacher relationships. "Free time" means time to turn from classwork to the legwork of maintaining diplomatic relations with the parents and voters. It is a time of calculated good will. One successful supervisor told me, "Personal campaigning is what counts in any school district. The academic

issues are not understood by many parents. The really important thing is to get the parents to like you."

The job of orienting and supervising is the responsibility of district personnel, parents, state, county and local groups. Good supervision can be a result of the following techniques and procedures:

1. Administrators should attempt to provide opportunities for the continuous growth and development of the beginning teacher. Without the stimulus of this continuous growth and development he may lose interest in teaching.

2. A two-way, personal understanding should be brought about by patient, kind and sympathetic understanding. The administrator or supervisor should find a commendable point to approach positively, and through skillful guidance should lead the teacher to discover other strengths and to correct weaknesses.

3. The supervisor should not be one who will, either willingly or

knowingly, "let some of the old birds dump all of the extracurricular activities off on him," as one beginning teacher expressed it.

4. Another measure potentially effective in improving the teaching profession is the raising of the beginning teachers' salaries. Teachers with advanced degrees and 10 or more years of teaching experience are paid comparably with workers in industry. Apart from the question of economy, the salary disadvantage should not be borne entirely by the beginning teacher. In the field of teacher training and recruitment schools of education can't interest prospective students because of this inadequate starting pay scale.

5. There must be a re-evaluation of the degree to which a beginning teacher is allowed to make changes in his assigned work.

In brief, the supervisor should be appreciative of the individual problems of the beginning teacher. There was a time when supervisors appeared to study the beginning teacher as if he existed apart from social development. The traits and abilities of the individual teacher were studied as if he had been invested with innate solutions for his problems, neither the physical nor the human environment of educational situations having much effect in shaping his teaching personality.

KEEP HIM HAPPY

Supervisors often complain that teachers are not what they used to be. The validity of this belief is questionable. While there may be no conclusive evidence that the modern teacher is in fact inferior or superior to his predecessors, his supervisor should analyze the individual's weaknesses and strengths in order to correct and develop them to an optimum of teaching effectiveness. The ability to identify the weaknesses of a beginning teacher, even when these include the professional crime of not knowing the subject matter, is a refinement of supervision which should be governed by some exacting rules. These all boil down to a single maxim: Keep the beginning teacher happy. Performing such a miracle each day calls for first-rate supervision.

The beginning teacher must, in his turn, keep his students happy. Within the span of his day he must resolve such problems as the following: Given a classroom with 20 tables, six of

them beside the windows, and given 35 students, all of whom wish to sit beside a window, how do you keep the students and their parents satisfied? One answer is a tactful appeal based on the rules of courtesy; for example, the pupils in the class may rotate.

The supervisor should act as friend and counselor to the beginning teacher, influencing his decisions on many educational and personal problems. Accordingly, it is important that every supervisor acquire a thorough acquaintance with each teacher. Each supervisor must check periodically his own subjective conclusions to forestall the formation of premature and doubtful judgments. The supervisor must be careful not to cause other teachers to envy the beginning teacher or to harbor jealousy or ill feelings because of his supervisory attitude toward him.

THROW AWAY FORMALITY

Encouragement of professional growth, with a "problem approach" in specialized courses, should be constant, with conferences and teachers' meetings to furnish help. Written bulletins and communications for direction and guidance should be available to enable the beginning teacher to keep himself more intimately and reliably acquainted with the total educational program. Such written information will facilitate a wiser distribution of supervisory efforts.

Because most beginning teachers possess normal human sensitivities to criticism, it is only after formality,

Sometimes the supervisor is guilty of premature and doubtful judgments about the beginning teacher. Criticism will be effective only after the counselor has demonstrated a sympathetic understanding of the beginner's problems. It is important to give the young teacher a sense of job security.

or at least a great part of it has been thrown away, that supervisory criticism will be effective in any significant sense. Until a common framework of informality has been developed in which the supervisor can communicate with ease and understanding, his suggestions are likely to lose much of their weight.

GUIDELINES FOR SUPERVISORS

The following suggestions illustrate some significant guiding principles for supervisors:

1. The incorporation of the highest standards for colleges and universities to use in formulation of curriculums for preparation of certificated personnel.

2. The institution of effective procedure for extension and inservice training.

3. The establishment of a comprehensive faculty committee to serve as a guide and sponsor for the beginning teacher.

4. Stimulation of community service groups to undertake specialized problems to aid the beginning teacher.

5. Study and demonstration programs initiated by the supervisor to meet unusual needs of beginning teachers not completely adjusted to their work.

6. Review and analysis of current problems under the direction of a faculty committee. Conferences of this type could be productive in helping to define and to propose plans for the solution of problems faced by the beginning teacher.

7. The allowance of salary points or institute credits for various extracurricular activities and for attendance and participation in regular and special events in the community. A number of variations might be introduced, including attendance at service clubs, church groups, community recreation councils, and fraternal organizations, all of which, by service, are translating the public's interest in education into a useful and creative form of aid.

8. The encouragement of the beginning teacher to participate in the formulation of supervisory policies which affect him.

9. The maintenance of high morale by giving the beginning teacher a sense of job security with membership in existing faculty organizations.

10. Offering of a maximum of opportunities for the self-expression of the beginning teacher. Furthermore,

the supervisor should assist a beginning teacher in learning how to get along with other faculty members, as well as with students.

STUDENTS GIVE VIEWS

The following statements are student comments on "What I Like to See in a Beginning Teacher."

"The ability to keep the class in a studious attitude, not always having to yell at the class to be quiet so he can be heard."

"Someone who will speak the high school language so as to be able to make the class interesting so that those who already dislike the subject will grow to enjoy that class enough to put their time into it for a good grade and an understanding of the subject."

"Someone who has their heart in their work. Not someone who is doing it just to have some income. If the teacher's heart is in his work, it makes it easier for him to put the lessons over to the class."

"A limited humor. Not a sickening one, but a pleasing humor will help the students want to learn in order to help the beginning teacher, just as the beginning teacher is trying to help the class."

"I like to see a beginning teacher neat, clean and having a pleasing smell!"

"Someone who is a dictator will be unpopular as a teacher. Someone who keeps order, so as to have the whole class' attention when he wants it, will be respected more. By keeping order I mean when it is time to study, quiet and studying! And when the go sign for in order (I hope you know what I mean) is given, the class will stay in hand. To sum it all up, the beginning teacher must get the respect of all the students to be able to get them to do whatever they bid at any time."

"Beginning teachers should make the subject interesting and not uninteresting. Then the student will always look forward to that certain period. I have a beginning teacher third period, and he really makes the

subject interesting. I always look forward to that period. He seems to pay attention to each individual in the class. It makes you feel that you are wanted in that class, and you feel more apt to do the work."

"I think beginning teachers should joke—not all the time, but once or twice in the period. And for him to look sort of happy, not with a serious face all the time. At least with a smile."

"As far as their personal appearance is concerned some of them could look a little more like a teacher than the sloppy things like I see around the campus. There is one that I see quite frequently, and, boy, he sure could stand a haircut. I'm sure if he looked a little neater, he certainly could be more popular with the students. And the students wouldn't hate to talk to him."

The students want a beginning teacher to say frankly, "I don't know but I'll find out." Students remarked that they hated evasion when the teacher didn't know. Also, several remarked that their new teacher never smiled. Can't we help our beginning teachers to know that they will not be rated down, but rather up, if they behave like human beings? Granted they are sincere and serious, can't we help them realize that some of the best learning is done under the most "painless" conditions, with good humor and an occasional laugh?

BIASED JUDGMENTS HINDER

The supervisor's acquaintance with the beginning teacher must be unbiased as well as comprehensive. Subjective human judgment is fallible. In many school districts, instances can be found in which a supervisor has formed a wrong judgment of a new teacher's achievements and interests because of misleading factors. The evaluation of the beginning teacher should be made up of many parts. Any biased judgments on the supervisor's part are bound to hinder his efforts to give good supervisory instruction and guidance to the teacher.

The student welfare will be served best by the formulation of a comprehensive personnel policy for the school district which would embody suitable criteria for teacher evaluation based on effective professional employment practices.

Diversity in personnel patterns and job specification consistent with the individual needs of school districts is apparent when a study is made of comparative school personnel data.

SUGGESTS NEW APPROACHES

During the last few years many new approaches to the problem of teacher evaluation have developed. The old technic of constructing a rating form based on bits of information, sometimes taken out of their general setting in an attempt to establish an ideal teacher type, and the implementing of these theories with technical data rarely made possible the visualization of the teacher as an integrated whole.

Another method used is the comparison of the beginning teacher's personnel data with those of other beginning teachers. Because of its characteristic nature, information of this type often occasions an evaluation based primarily on racial and cultural aspects. Often, too, this practice reveals the wide difference in evaluation standards within various school districts. This would tend to show that the means of teacher evaluation follows the most diverse patterns and that it does not lend itself well to standardization.

Another aid in helping the beginning teacher is to bring him into the closest contact possible with the most efficient and experienced teachers available. This endeavor will require extreme tact, patience and perseverance.

The administration should accept responsibility, in some degree, for every major phase of the beginning teacher's professional development. Each teacher in the school, whatever his specific assignment, shares in the responsibility for the success or failure of the beginning teacher.

The beginning teacher under the direction of a supervisor who helps him perfect his training will be assured of professional recognition for both himself and his superior. The beginning teacher may do an outstanding teaching job at his best, but at his worst his failures and problems should be only challenges to the beginning teacher and his teachers.

The young teacher learns by imitation. Let him meet and observe efficient and experienced teachers at work. Every teacher in the school shares a measure of responsibility for the success or the failure of the beginning teacher.

Secondary School Principals Listen, Learn

Largest convention meets in Chicago

JOHN McGRATH, *Chicago*

GROWTH of the National Association of Secondary-School Principals into an organization of more than 15,000 members highlighted the opening remarks of the president, Leland N. Drake, at its 1956 annual banquet in the Conrad Hilton Hotel, Chicago. In its 40 years of existence, the N.A.S.S.P. has skyrocketed from 245 members to 15,155.

Briskness, which characterized Chicago's late February weather, found its counterpart in the enthusiasm with which an impressive number of meet-

ings and speeches were received by the nearly 5000 who attended the five-day gathering.

For the first time, growth of the association has spread beyond our coastlines. The first territorial association of high school principals—Hawaii, with 28 charter members—was announced by President Drake with the hope that "your territorial organization will soon be a state association."

Growth and expansion of the N.A.S.S.P. finds a wider reflection in

the anticipated development of education as America prepares for its increasingly vital position in world progress.

"The next 20 years will be the best," in the opinion of Arthur C. Horrocks, public relations counsel for the Goodyear Tire and Rubber Co., Akron, who estimates that by 1975 a 37 per cent increase in population will be accompanied by a 100 per cent boost in national income.

Indicating that this compelling betterment in our economy is destined to

There were no vacant seats when Ralph J. Bunche, U. N. undersecretary, addressed the secondary school principals.



work its way into the channels of public education, he said:

"Wide open fields are here now to challenge our young folk as the atomic Luther Burbanks of their generation—isotopes in medical research, atomic electric power, promises of longer life, possibilities for more comfortable homes."

But before these promises can come to full fruition, we must grow up, we must achieve what Dr. John A. Schindler, author and chairman of the department of internal medicine of the Monroe Clinic, Monroe, Wis., calls an almost nonexistent "well rounded maturity," an intellectual balance, a psychological coming of age.

"Psychological maturity has to be learned, and at the present time there is no organized attempt to teach it." The 20th Century "has been upset by leaders with the childish attitudes of egoism, selfishness, aggressiveness and hostility. A mature society would recognize such immaturities before they could begin to do harm in high places," he declared.

The mature man, he told the educators, will be able to temper his judgment to include the whole image and thus to avoid the dogmatic fractional view that characterizes so much of our present thinking and, therefore, our expression.

THE JUVENILE DELINQUENT

Abolition of universal compulsory education, repeal of the child labor laws, and segregation of school children on the basis of mental ability, not age, were recommended with few qualifications by Ruth Alexander, M.D., of New York.

Characterizing the idea of compulsory education and the enabling child labor laws as a "noble experiment" that has outlived its original purpose of preventing exploitation of the young, she said:

1. The popular notion that the slow learner, the dull witted or "retarded" boy is, ipso facto, delinquent does not show up, because "delinquency is not related to retardation in school." As a rule, she explained, "these [delinquent] children are mentally bright and physically strong."

2. Juvenile delinquency can no longer be classified as a revolt against poverty "with the related assumption that if we could lick poverty we could lick crime. For years we have coasted along on the legend that a highly industrialized neighborhood, with adja-

cent slums and widespread poverty, drove children to commit crime—this despite the fact that many of our finest and most successful citizens came from the wrong side of the tracks and publicly attribute their success to the challenge posed by poverty."

The Glueck report and an exhaustive Baltimore study show that "there is no correlation between the delinquent rate and poverty; there is no really significant correlation between high delinquency and ethnic groups; there is no relation between the industrialization of a neighborhood and its delinquent rate, but there is a definite correlation between the delinquency rate and personal motivation and family life."

3. The family, "unstable as many families are, cannot, as an institution, take the rap for more than its share of delinquency. There remains the school—or rather, the permissive system of education which toadies to children even while they are learning their ABC's. Many distinguished jurists rate permissiveness as a cause of delinquency."

4. To cure juvenile delinquency, "we must begin with first offenders. If they are punished with sufficient severity, they are unlikely to go on to a second or third offense. I offer the restoration of fear as the sole deterrent to crime known to history."

5. Thousands, possibly millions, are in school today only because the law requires their attendance. They want to go to work and many of these are our problem cases. They would be content and productive, holding down a job—if the law would let them.

6. "We have made a fetish of chronological age in our treatment of crime and in our schools. We have compressed children with widely different heredity and environment, with enormously varied abilities to learn and to retain, into a rigid artificial mold called grades. I suggest ability determined by tests without regard to age, as the basis for segregation," because employment in adult life will be determined by ability and not age.

William H. Warner, director of secondary education in the New Jersey State Department of Education, took the stand that both home and school have "the wherewithal to create an environment within which children may develop at least partial immunity to delinquency but that "each appears at times to be reluctant to share the knowledge, skills and understandings

each has developed." He offered a five-point program:

1. Develop personality analyses of students to be interpreted to and discussed with the parents.

2. Impress upon parents the need for proper apparel in school. "Children who dress like gangsters and molls find it difficult to conduct themselves like young ladies and gentlemen."

3. Investigate opportunities for students to work in offices, stores and factories after school hours. "It is difficult to conceive of a high school curriculum that meets the imperative needs of youth without a supervised work-experience program."

4. Supplement report cards with parent-pupil-teacher conferences.

5. Make sure that these shared responsibilities of home and school are regarded by the pupil as cooperation and not a conspiracy against him.

DELINQUENT PARENTS

"All things come home at eventide." And the type of home to which many students return after school was given consideration by Goldia K. Howes, principal of Flower Technical High School [for girls], Chicago.

Mrs. Howes said that girls of one Chicago high school were asked to write down their greatest problems—without signing their names.

"Not one girl said she was dissatisfied with the physical aspect of her home." Parent conduct was the chief complaint.

Surveys and informal studies show that adolescents feel they need more instruction in good manners, good grooming, how to date, marriage problems, sex education, and child psychology and care, Mrs. Howes pointed out. Four out of five adults favor family life education in public schools, including sex instruction, she said.

CORE CURRICULUM

Other speakers discussing curriculum changes included Nelson L. Bossing, professor of education, University of Minnesota, who compared his own sampling on the use of core courses with figures compiled in 1949 by Grace S. Wright of the Office of Education.

"Although the data from the two studies are not completely comparable because my study tended to restrict the use of the word 'core,' it is interesting to note that Mrs. Wright found 91.9 per cent of so-called core courses

represented combinations of English and social studies or these "in combination with one or more other subjects." In my study 50 per cent of the schools reporting core courses indicated that these courses represent large blocks of subject matter, evidently some form of unified studies organization, and 63.6 per cent organize their core courses around some form of personal-social problems approach. Some schools reported both types of core organization," Dr. Bossing asserted.

If these data can be taken at face value, he concluded, they indicate "a marked advance toward a true core, wherein primary emphasis upon subject matter is being replaced by curriculum courses with primary emphasis upon experience learning and the content organization centered on problems of personal-social concern."

The Minnesota professor found that 17 per cent of the reporting schools are contemplating the introduction of core courses in Grades 9 to 12. If Grades 10 to 12 are considered separately, 10.1 per cent of the schools are considering introduction of some form of core courses.

Few teachers interposed college entrance requirements as a reason for not introducing core courses.

"The core idea has found popularity in the junior high school to the extent that some have identified it as essentially a junior high school innovation," Dr. Bossing said. "Among the factors contributing to this popularity has been the freedom of the junior high school curriculum from direct or implied domination of the college."

The Educational Policies Commission and a rapidly growing number of educational thinkers have a "mounting conviction" that there should be:

1. A common curriculum for all pupils from Grades 1 to 9.
2. A differentiated curriculum, which "would give meaning to the core curriculum idea," beginning in the senior high school.

3. The core curriculum beginning in Grade 10 "with the curriculum progressively differentiating in the advanced grades, with changing emphasis upon the proportion of the curriculum to be classified as common for all or core, and that part which would be devoted to the special needs of individuals, as the student neared completion of his secondary school education.

"Henceforth it may be assumed that the senior high school will become the focal point of core curriculum em-

phasis and development," Dr. Bossing concluded.

Other observations on core included the following:

Paul M. Mitchum, principal, Upper Darby Junior High School, Upper Darby, Pa., took a negative view.

"It is a mistake to consider a core program unless the staff recognizes inadequacies in an existing program. Even if it is clear that teachers and parents would like to see a curriculum program improved, a core program is not necessarily the answer. A core curriculum, or any other staff enterprise for that matter, will be effective only to the extent that faculty members are thinking and working together," he said.

R. O. Isacksen, principal of Cleveland Junior High School, St. Paul, declared: "It is important to evaluate the core program objectively. Where this has been done the core groups are usually ahead of the control groups or at least equal in the development of skills. They are far ahead in the use of sources of information, effectiveness of expression, and critical thinking. The core curriculum holds the greatest single promise of implementing the modern philosophy and objectives of the junior high school."

GIFTED STUDENTS

Dr. Chester W. Holmes, superintendent of schools at Malden, Mass., outlined a program for a class of mentally gifted children at the fourth grade level. These recommendations include:

1. Optimum number of pupils, 20, with maximum of 25.
2. Minimum I.Q., 125.
3. Study of social maturity, emotional stability, and physical condition.
4. Parental approval.
5. Instruction by teacher with a minimum of five years of elementary school teaching.

6. Sense of humor on part of pupil.

J. W. Berry, principal of Modesto High School, Modesto, Calif., stressed the point that programs for exceptional youngsters can be financed on the local level.

"Such a program was inaugurated in Modesto High School in 1949 without special funds or special facilities, but admittedly with a highly gifted teacher. This plan is now in its seventh year of operation—and shows considerable promise. At present this is a two-hour a day course for approximately 20 seniors." To develop his leadership potential, the gifted student "needs broad intellectual and social training to gain an understanding of the world and an appreciation of his personal responsibilities in that world. He needs, too, to learn the meaning of honest humility," the Modesto principal declared.

YEAR-ROUND SCHOOL

J. M. Deacon, principal of Lexington Junior High School, Lexington, Ky., reported that the year-round program instituted at his school seven years ago has been working out satisfactorily. It meets the approval of the board, the staff, parents and pupils. Present indications are that it "will be continued and expanded in the years to come."

Many staff members at Lexington have found new interests and abilities through changes of assignments during the summer work, Mr. Deacon declared. Pupils have been pleased with the new experiences resulting from day camps, tours and other organized diversions. Students in Grades 9 to 12 are permitted to take work for credit either for failed subjects or to step up their graduation date.

Paul B. Wagner, vice president of North Syracuse High School, North Syracuse, N.Y., theorizing on the quar-



OFFICERS: Leland N. Drake, retiring president; Cliff Robinson, executive committeeman; George E. Shattuck, second vice president; George L. Cleland, new president; R. B. Norman, first vice president; James E. Nancarrow and James D. Logsdon, two members of the executive committee.

ter system in senior high schools, visualized these advantages:

"Building costs are reduced by one-third. Summer operations show an economy in fuel costs. Fewer textbooks are needed. Teachers receive year-round employment and higher annual salaries. Pupils can accelerate their education by skipping vacation periods now and then."

Declaring that, in practice, these advantages "are not all they seem to be in theory," he outlined these disadvantages: (1) family and school vacations do not match; (2) repair and upkeep costs are increased; (3) transfer to and from non-quarter schools to regular classes creates handicaps, and (4) the social life of the school is upset.

CONTROVERSIAL ISSUES

Discussing methods for teaching controversial issues in high school, J. E. Stonecipher, director of secondary education in Des Moines, Iowa, said school people "have shown a surprising lethargy in helping to try out and improve the use of informational text material. They agree in principle to the need, but they do not carry through to purchase and use the publications that would make it easier for their teachers to discuss effectively the current problems of their citizenry, many of which are frankly of a controversial nature."

His list of educational organizations that have helped produce study materials includes the North Central Association of Colleges and Secondary Schools, the National Association of Secondary Education, the National Council for the Social Studies, the Association for Supervision and Curriculum Development.

To be effective at the high school level, this information should be comprehensive but brief, simply stated, inexpensive and impartial enough to provide basic raw materials for thinking about the various solutions, but stimulating enough to permit the student to draw conclusions, he said.

"No incentive to study controversial issues is more important than a clear-cut statement of school policy designed to encourage and direct such study. If made in advance of any quarrel about discussion of issues, it has maximum value," he told the audience.

Donald Cawelti, principal of Skokie Junior High School, Winnetka, Ill., took the view that the junior high school should develop a process and



Ralph J. Bunche asked principals to lead "toward a peaceful world."

an attitude for dealing with the manageable, controversial issues that affect students' lives now in the hope that they will be prepared to cope with the changing controversial issues of the future. They should learn to approach issues "with an attitude devoted to the common welfare and with the skills that will enable them to seek out the true, the good, and the wise action."

Declaring that many controversial issues today center on taxation and the use of public funds, he said:

"I would hope that the school can help students through experience in a taxation program to demand equitably assessed and carefully distributed taxes." Skokie School, which is located in a select North Shore section outside Chicago, "has gone through the experience of the culture from the feudal concept of tribute (fees) to the modern concept of graduated allowance (income) tax. I believe in administering their tax program they are learning the values and processes of taxation, and I know they are demanding full return for every penny of their tax money that is spent." He added:

"Experience in handling those issues about which there is honest disagreement in their own school community can be extended to guide their approach to an attitude toward issues of larger dimension."

ATTACKS ON SCHOOLS

Public schools continue to come in for criticism because of their particular vulnerability in the training of children over and above the responsibilities of parents, but for the most part this reaction has swung from the "attack" to a healthier approach to this involved problem.

Robert A. Skaife, field representative of the N.E.A., reported many of

the more vicious attackers have fallen by the wayside. The suit by Mrs. Lucille Cardin Crain, editor of the now defunct *Educational Reviewer*, brought against *McCall's Magazine* for the article "Who's Trying to Ruin Our Schools?" was decided against her. Allen Zoll's National Council for American Education has folded. The misnamed Friends of the Public Schools no longer publishes a bulletin.

Still in existence, but not so effective today, are George Washington Robnett's Church League of America and Walter Steele's National Republic organization. Dr. Skaife added: "A few new voices have been sounding off, but the climate of opinion has so changed that their influence is limited."

"There is, of course, no one infallible public relations practice to meet unjustified pressures on the local schools. The school administration and the teaching staff should, however, assume at the first outbreak of dissatisfaction that those who are criticizing the schools are sincerely desirous of remedying an alleged weakness in the school program. If, after careful examination, the criticism seems to have some validity, the school authorities should acknowledge the weakness and set in operation procedures to correct it," he advised.

The N.E.A. official said that if the criticism gets out of hand, "the onus of handling such a problem should fall on the school board, P.T.A. leaders, and leaders in community organizations."

Ralph J. Bunche, United Nations undersecretary, told an enthusiastic audience that "there is a vast challenge in education today which educators should meet aggressively." He listed the rapid increase in school population, the necessary expansion of physical accommodations, need for a substantial enlargement of the teaching force "without sacrifice of quality," the importance of saving for future education, the development of the gifted student, and, in general, "the necessity of mobilizing and utilizing our total available educational resources—human, physical and technical."

We are in need of a critical re-examination of the "cult of class size," he declared. Educational devices, such as television, should be used in the "main stream" of direct instruction and not only for enrichment. Also there is need to study a redeployment of space and facilities.

"It may be true to say that the greatest waste of our manpower re-

sources is in the young people of high ability who either do not go to college or who drop out prematurely," but Mr. Bunche also thinks there may well be a danger of overemphasis on selected groups. "In a democracy all—those of low and high ability alike—need attention, and there must never be any suggestion of an intellectual aristocracy in the society who might come to regard themselves, if not so regarded by others, as predestined to become leaders or rulers."

RACIAL INTEGRATION

A number of papers were given on the present status of racial integration in public schools. The reactions expressed, as might be expected in so involved an issue, were not conclusive. Overlying all was an expressed need to meet the ultimate requirements of the Supreme Court decision and at the same time to recognize the futility of going against the customs of the people in those states where segregation is an explosive issue.

Time is being relied upon to resolve the issue in some instances. In others, integration is going on at a slow but steady pace.

GRANT OF \$120,000 ANNOUNCED

High schools in the Chicago area, through planned visits and program appearances of student groups, demonstrated many fine examples of high school teaching and administration. The performance of the all-Chicago student symphony orchestra, directed by Desire Defauw, was highly regarded by all who heard it.

Leo Durocher talked informally on the final program of the convention on the development of leadership through sports.

Curtain on the N.A.S.S.P.'s 40th annual convention, largest in its history, was rung down with the announcement of a grant of \$120,000 from the Fund for the Advancement of Education. It will finance association sponsored experiments on how to meet the teacher shortage in the nation's high schools.

Experiments will be carried out in Evanston Township High School, Evanston, Ill., in Newton High School, Newton, Mass., and in perhaps eight other schools, according to Charles W. Sanford, chairman of the association's curriculum planning and development committee and associate dean of the University of Illinois College of Education.

The following officers and new members of the executive committee were elected: *President*, George L. Cleland, secondary schools consultant, state department of education, Topeka, Kan.; *first vice president*, R. B. Norman, principal, Amarillo High School, Amarillo, Tex.; *second vice president*,

George E. Shattuck, principal, Norwich Free Academy, Norwich, Conn.; *members of executive committee*, James E. Nancarrow, principal, Upper Darby High School, Upper Darby, Pa., and James D. Logsdon, principal, Shorewood Junior High School, Shorewood, Wis., for 3 and 1 year terms.

A.A.C.T.E. Seeks Broadened Base of Teacher Education

Condemns practices of increased teaching loads and emergency accreditation

AT ITS eighth annual meeting in Chicago, the American Association of Colleges for Teacher Education firmly resolved that lower standards are no answer to the current teaching shortage. The convention favored a broadened base for teacher education with emphasis on selective recruitment, accreditation, research and a more effective curriculum.

Resolutions adopted by the association specifically condemned such practices as increased teaching loads and emergency accreditation of teachers. The association opposes, one resolution said, "any practice which opens the doors of the profession to persons of inferior qualifications."

Recruitment must be selective, the group resolved, and must be based on acquainting the public with the "central position of the school and the crucial rôle of the teacher in our democracy."

In an opening day address, Gordon K. Chalmers, president of Kenyon College, defined the purpose of a liberal education as "learning how to find out what is important to think about, and then to think about it in appropriate terms."

Such education cannot be given secondhand, President Chalmers asserted, "by means of descriptions, summaries, manuals, textbooks and other shadows of a shadow." Instead, the

student must read primary sources, see specimens in the laboratory and raw nature out-of-doors.

At the same session Sister H. Madeleva stressed that the abiding value in education is the teacher himself. President of Saint Mary's College, Notre Dame, Sister Madeleva said, "The clear and magnificent focus of teacher education must be developing the teacher as a person, first, and as a teacher, second." Such development could be fostered, she said, by the study of great books.

THE TEACHER AS A PERSON

The importance of the teacher as a person was also emphasized by Glen G. Eye, professor of education at the University of Wisconsin. In a symposium on the future of teacher preparation, Dr. Eye underlined the necessity of qualitative approach to teacher supply. The selection of teachers should begin at least in the secondary school counseling program, he stated.

Research is needed, he said, to determine the characteristics which will lead to success in teaching—and to answer the question, "What is good teaching?" Teacher training institutions must then have the fortitude to apply these criteria, he added.

Edward Krug, professor of education, University of Wisconsin, sketched coming developments in the rôle of

the high school. A body of common materials for general education will be developed, he said, breaking down the old distinction between college preparation and general education. Adequately to prepare more students for college, Dr. Krug said, the high school will need to emphasize the qualities and skills necessary for college work, rather than the accumulation of credits.

High schools will begin to use more flexible schedules, Dr. Krug said, for several reasons. Longer class periods will enable the teacher to know her students more individually. Flexibility will also permit richer citizenship education through projects and community participation. School related work experience will be used as a means of general occupational orientation, he said.

MORE INSERVICE TRAINING

Panel Member R. F. Lewis, first assistant superintendent, Wisconsin Department of Public Instruction, stated that preservice training for teachers is not sufficient. Inservice education has become essential, he said. The responsibility for it must be shared by the college of education, the community in which the teacher does her initial teaching, the administrator and faculty of the school, and the state department of education, he added.

The newly published "Education for a Free People," an interpretive study of current trends in teacher education, was presented to the conference by Donald P. Cottrell, dean of the college of education, Ohio State University. Dr. Cottrell, president-elect of the association, was editor and chairman of the A.A.C.T.E. subcommittee that developed the book. The book itself is an outgrowth of an institutional self-study initiated by A.A.C.T.E.

RESEARCH TO AID SCIENCE TEACHING

Proposal for a three-year joint research study on science teacher education was approved by the studies committee of A.A.C.T.E. just prior to the opening of the convention. The study would be carried on in cooperation with the American Association for the Advancement of Science and was described at the convention by John R. Mayor, director of that organization. The purpose of the study would be to improve preservice and inservice education programs for science teachers; to increase the supply

of well qualified teachers in these fields, and to establish a closer permanent working relationship between the scientist and the teacher in educational institutions.

PRESENT STATUS OF ACCREDITATION

Among the resolutions adopted by A.A.C.T.E. was a continued endorsement of the National Council for Accreditation of Teacher Education "as the proper and necessary national accrediting body in teacher education." W. Earl Armstrong, executive director of the N.C.A.T.E., described the recent activities of the group in relation to other organizations officially concerned with accreditation.

He outlined a current proposal for the structure of the organization which would include representatives from A.A.C.T.E., the Council of Chief State School Officers, the National Association of State Directors of Teacher Education and Certification, the National Commission on Teacher Education and Professional Standards (N.E.A.), and the National School Boards Association.

EXPLAINS OPPOSITION

Dr. Armstrong reported that the Association of American Colleges declined to be represented in N.A.C.T.E. because the latter is not institutionally controlled. Therefore, he said, a proposal has been submitted to the National Commission on Accrediting which provides for the substitution of two representatives of another collegiate organization.

Dr. Armstrong pointed out that the N.A.C.T.E. would not be effective as an accrediting agency unless institutions now accredited continue to improve their programs. Standards for accreditation have been revised, he explained, and have been submitted to institutions now accredited for evaluation.

The public can make a significant contribution to teacher education, suggested one panel group. Harold E. Moore, dean of the school of education, University of Denver, said the public might help to bring about better coordination of the various community agencies which serve educational purposes.

Leaders of these agencies in a particular community could cooperate with an institution of teacher training to study how such coordination might be achieved, he explained. Any improvements in teacher education made

in this area would be carried to local communities, he pointed out.

Plans for cooperative research in the field of education between the U.S. Office of Education, colleges and universities, and state departments of education were outlined by J. R. Rackley, deputy commissioner, U.S. Office of Education. He explained that a budget request for \$2 million to carry on the proposed research was now before Congress.

Ten research projects have been recommended, he said. They include: education of the mentally retarded; development of special abilities of students; educational aspects of juvenile delinquency; retention and continuation of students; staffing the nation's schools and colleges; college buildings (present status and future needs); implications of expanding technology for vocational education; educational problems resulting from population mobility; educational needs of low-income families, and educational uses of television.

The committee on international relations announced the completion of its report, "Programs and Projects for International Understanding," which, it said, will soon be distributed to member institutions.

Speaking on "International Understanding and Our Schools," Walter H. C. Laves, chairman of the department of government, Indiana University, stressed the need to promote understanding of the ways of life, the values, and the aspirations of all people. The lack of such understanding, he said, involves "the risk of destroying modern man and all he has accomplished."

REES HUGHES TAKES OFFICE

In discussion groups, panels and clinics, conferees explored other specific phases of teacher education.

At the final general session of the convention, the following officers were installed: president, Rees H. Hughes, president, Kansas State Teachers College, Pittsburg; president-elect, Donald P. Cottrell, and executive committee member, Warren C. Lovinger, president, Northern State Teachers College, Aberdeen, S.D.

Dean Lawrence D. Haskew of University of Texas College of Education retired as president at the closing general session. President-Elect Cottrell is also president of the National Society of College Teachers of Education.—JEAN VON CHIRSTIERSON.

SCHOOLHOUSE PLANNING

"Student forum" of Abraham Lincoln School, Wyandotte, Mich., is open interior paved garden court with sheltered picnic tables, play space, planting beds, and benches.



ABRAHAM LINCOLN JUNIOR HIGH SCHOOL

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Exterior view showing main entrance of Abraham Lincoln School at Wyandotte, Mich.



Planned for Effective Learning

with a new version of the junior high school curriculum

PETER J. JENEMA, *Superintendent of Schools, Wyandotte, Mich.*

THE design of the Abraham Lincoln Junior High School at Wyandotte, Mich., is the result of cooperative planning by our school people with the architects in an attempt to create a building which would be both beautiful and functional. In fact, this building had its inception early in 1952 when a number of Wyandotte junior and senior high school teachers and administrators launched upon a program of intensive study and planning in an effort to determine the type of building that would facilitate the best possible learning experiences for the junior high school student.

School people and architects today are aware that each community has a uniqueness that should be taken into consideration for functional planning.

With this premise in mind, a brief statement of some of the characteristics of the school district of the city of Wyandotte is included here.

Wyandotte is an industrial city located on the Detroit River in the Detroit metropolitan area. It celebrated the 100th anniversary of its founding in 1954. It has a population of about 45,000, but it serves as a business, social and cultural center for 100,000 or more people. It has more than 30 industries.

Wyandotte is made up of many nationalities. Twenty-eight churches representing many denominations are located within its boundaries. The city has 19 schools. Twelve of them are public and seven are parochial, including two Catholic high schools.

The boundaries of the school district are coterminous with the boundaries of the city. The assessed valuation of the district is \$116,000,000. The taxable valuation per child in public school membership amounts to about \$15,500. At the present time the board of education is engaged in a \$10,050,000 school building program. The Abraham Lincoln Junior High School, occupied in September 1955, was included in this program.

The fact that two new junior high schools were included in Wyandotte's school building projects created an enthusiastic desire on the part of school people to re-evaluate the present junior high school curriculum. As a result, 34 Wyandotte junior and senior high school teachers and administra-

The arts and crafts room (left) is adjacent to the junior high school's lounge area.



tors participated in a curriculum workshop given off-campus at Wyandotte by Wayne University during the school year 1951-52.

The members of the study entered this course with the purpose of contributing to the curriculum and building planning projected at Wyandotte. All concerned agreed that this was the appropriate time for rethinking the junior high school organization and program together with implications for the elementary and senior high schools. The workshop was financed by the board of education and the majority of those participating were doing so without college credit and entirely as a professional contribution.

In July 1952, workshop participants submitted to me a 43 page report entitled "Planning for Effective Learning in the Junior High School." This report contained statements of suggested philosophy for the junior high schools of Wyandotte and outlined the curriculum and building requirements which would provide the experiences for the junior high school boy and girl inherent in the philosophy. As a result of these suggestions, the following final statement of philosophy of education for the junior high school evolved:

"The responsibility of the junior high school is to provide a program in which the needs of the individual and the needs of a democratic society are served.

"These young adolescents face unique problems at this stage of their

development. This period is characterized by:

- "1. Adjustment to physical changes.
- "2. Adjustment to others in own age group.
- "3. Growing independence from parents.
- "4. Progression toward adulthood.
- "5. Acquiring self-confidence.
- "6. Acquiring a system of values: *i.e.* honesty, integrity, self-respect, right living, right thinking.

"In addition to the basic skills, a democratic society is perpetuated through developing:

- "1. Critical thinking.
- "2. Civic responsibility.
- "3. Dignity of and respect for the individual.

- "4. Understanding of other nations and societies.

"On the basis of the foregoing statements, the functions of a junior high school are:

"1. **Common learnings**, which include reading, arithmetic, writing, spelling, oral communication, and listening.

"2. **Exploration**, which will lead each pupil to discover and investigate



The multi-use gallery, which has folding partitions on three sides, is surrounded by the arts and crafts room, the hobby shop, the industrial arts shop, and the homemaking department. It serves all these rooms, being used for exhibitions, discussion groups, and audio-visual presentations.

In entry and lounge area luminous corrugated plastic ceiling leads eye toward arts and crafts room.





Students look out from corridor onto south court, planned for horticultural projects.

his specialized interests, aptitudes and abilities and to stimulate and develop a continually widening range of cultural, social, health, civic, avocational and recreational interests.

"3. **Guidance** in making intelligent decisions regarding present and future educational and vocational opportunities, in making satisfactory emotional and social adjustment, and in stimulating effective participation in learning activities.

"4. **Recognition of individual differences** with the realization that provision for these would be considerably limited.

"5. **Social understanding**, which provides for effective participation in

the present complex social order and adjustment to future developments and changes in that social order.

"6. **Evaluation** by the pupil and the teacher of the effectiveness of the program in terms of individual and group growth."

The developed philosophy was accepted and all subsequent planning was done with the aforementioned functions in mind. The rather extensive review of literature is reflected in the workshop group's philosophy and its summarization of "Planning for Effective Learning in the Junior High School":

"Under the impact of the many insights into the learning process that

have been contributed by educators in the last two decades, a significant change has been taking place both in the school program and in the conception of the school's rôle in the community.

"The better schools are now sensitive to all aspects of an individual's growth—physical, social, emotional, as well as mental.

"These schools are now concerned with the development of the many skills, attitudes and understandings necessary for effective citizenship in our democratic society. They are utilizing to a greater degree the many resources of their communities and simultaneously making greater con-

Dining room faces the student forum social court. Room is used throughout the day.





This typical classroom has portable wood cabinets. An office-conference room is adjacent.

tributions to the enrichment of community life.

"This change is by no means completed, and to provide for a growing, living program, school buildings must be planned with provision for flexibility."

This group then got down to specific recommendations:

"1. Provide adequate room space—25 to 30 square feet per pupil, exclusive of storage; allow for minimum room size of 26 feet by 34 feet.

"2. Design shape of rooms that will facilitate supervision and provide adequate lighting.

"3. Lighting should be adequate and evenly provided to every pupil's

advantage. Dark curtains and built-in electrical outlets are desirable for all classrooms.

"4. Acoustical treatment is needed to allow a maximum of classroom activities, yet provide a well controlled situation for work concentration in the classrooms.

"5. The construction of ventilation systems should prevent the transmission of sound and odors.

"6. The modern classroom has need of a much higher percentage of tack-board space than of chalkboard.

"7. Conference rooms adjacent to classrooms are needed in nearly all instructional areas, such as social studies, commercial, science and languages.

"8. Ample storage space, files, bookcases, cabinets and display cases should be built into wall areas of classrooms.

"9. Both in room equipment and in building plan, flexibility is essential to accommodate the different instructional and activity needs of the educational program.

"10. Work areas such as library and classrooms should be shielded from noisy activities such as gymnasium, music and shop.

"11. Provision for orderly pupil traffic flow with a minimum of congestion should be provided.

"12. Safety should be planned for pupils who are entering and leaving the school building."

Textured and tinted glass and brightly colored panels comprise decorative cafeteria wall.



In October 1952, upon authorization by the board of education, I named a committee to which was delegated the responsibility of planning the educational facilities for the Abraham Lincoln Junior High School. This committee consisted of the senior high school principal, the principal from each of the two junior high schools, and one teacher or department head from each of the three mentioned buildings. This key committee of six involved some 135 teachers, department heads, and directors from the three buildings in helping to determine the educational specifications resulting from the philosophy of education that had been determined for the junior high school.

The committee submitted a 31 page report, "Building and Classroom Design for the Junior High School," to me early in February 1953.

PLANNING BEGINS

The committee accepted my invitation to report to the board of education in joint session with representatives of the architectural firm, Eberle M. Smith Associates, Feb. 9, 1953. The report was unanimously accepted by the board. The architects were authorized to design a junior high school in keeping with the educational specifications recommended by the committee. At this point the architects began intensive work with the committee and the assistant superin-

tendent in charge of buildings, grounds and maintenance in an attempt to design a functional junior high school. Much discussion and many meetings were necessary before the final plans were drawn. Actual construction started in the late fall of 1953, and the building was ready for occupancy in September 1955.

The planning approach for the Abraham Lincoln Junior High School proved to be satisfactory; an excellent building resulted; real professional growth occurred in the staff; teacher morale remained high; the spirit of cooperative teamwork already existing between the teachers and the administration was strengthened. Although the building was primarily designed for the junior high school student, its facilities are available for extensive community use.

Two of the most unusual aspects of the Wyandotte plant and program were the result of cooperative planning by the board of education and the city's department of parks and recreation. The first concerned the site. After some bartering and legal unsnarling the board acquired a 13 acre site adjacent to an existing 35 acre city park. It was agreed the recreational and parking facilities of both sites should be available to each group.

The second concerned the swimming pool which the board of education and the mayor and city council agreed to construct as part of the

school. This agreement became a reality Dec. 31, 1953. It provided that the city of Wyandotte would pay for the construction of the pool and the board of education would assume the responsibility and expense for its general operation.

The pool was designed by an architect, Robert L. Svoboda, other than the firm responsible for the junior high school and was built at an approximate cost of \$500,000. The pool was planned by a committee of both city and school people. Board representatives consisted of our assistant superintendent of schools in charge of buildings, grounds and maintenance and the director of health and physical education for the Wyandotte public schools. City representatives included the city engineer, the superintendent of recreation, and the city's filtration plant chemist. Eberle M. Smith Associates, Inc., architects and engineers for the Abraham Lincoln Junior High School, coordinated this dual construction.

SWIMMING POOL BUILT

The pool was built as a veterans' memorial and is known as the Wyandotte Memorial Pool. It is a regulation A.A.U. pool 42 by 75 feet in size and contains many outstanding features, some of which are listed here:

A lobby entrance to the building which provides access to the various facilities of the building, including the general office, men's and women's restrooms, the locker rooms, the checkrooms, and the gallery; a gallery to accommodate approximately 250 persons; a multipurpose room for community activities; a warm-up room for outdoor skating; a kitchen to serve the multipurpose room and warm-up room; a public comfort station accessible from the park and warm-up room; two walls of sliding glass doors opening the pool onto concrete sun decks; underwater lighting and observation ports, and a system for changing water depth without loss of water.

The school has supervision of and operates the pool during the regular school day. The city has the use, control and supervision of the pool, locker and shower rooms, and so forth the remainder of the time, including week ends, holidays and school vacation periods.

Descriptions of the physical features of the junior high school (p. 87) and of the swimming pool (p. 90), written by the architects, follow.

This is the entrance to the library. The see-through display cases are intended to stimulate student interest and to make the room more inviting.



Wyandotte's new junior high school designed for

Sociability, Flexibility and Workability

WALLACE B. CLELAND

Eberle M. Smith Associates, Inc., Architects and Engineers, Detroit

IT IS difficult to define that earnest quality of wanting to do a job really well that sometimes develops when a group gets together to plan a building. Not every client achieves it — not every architect captures it. But the teachers and administrators who helped create the new Abraham Lincoln Junior High School at Wyandotte, Mich., set about their task with just such hopes and resolves. From its inception this was to be more than "just another school."

The new building replaces an older Abraham Lincoln Junior High School, a 1905 structure that had outlived its usefulness. It is a one-story structure covering 106,500 square feet located on a 13 acre site adjacent to a city park of 35 acres. The classrooms are large, well equipped, and colorful. Each has built-in display cases, cabinets, files and storage space. The social studies and English classrooms have the added feature of conference rooms to facilitate more group and individual projects and reference work. During the months of preliminary planning many details of the school program had been worked out. One of the major decisions was to develop a 7 to 9 grade program instead of the 7 and 8 system used previously. Because of the inclusion of the ninth grade youngsters, it was deemed especially important that full-size recreational facilities for basketball, football, swimming and track be included. It was also decided that an enrollment of 700 would be ideal. This was later stretched to 800, the current school population, and 900 could actually be accommodated. Provision was made to permit future expansion to the south of the site, but the educational staff thinks that the present enrollment is as large as it should be for most effective teaching.

A program of elective courses was developed to provide students with subject matter in which they will be most interested. It is assumed that they will find their work so engrossing they will pursue it voluntarily. This idea influenced the designing of the library, which is located near a quiet garden court, away from noisy activities. An entire class may move into the library for a special project, or individual students may go there for research, but students spend no assigned time there, as in the usual study hall system. Often the "library goes to the students" instead! By the use of portable carts, books, a phonograph and records, or other equipment is frequently sent from the library for use in the individual classrooms. The audio-visual setup is somewhat similarly conceived. There is a "previewing room" where films and equipment are stored and teachers may gather for departmental meetings to plan class material. At a certain time the required equipment is moved on carts to the individual classrooms.

NOON-HOUR CLUBS FORMED

Another special aspect of the school program is the noon-hour club system. During the one-hour lunch period teachers and children eat in two shifts. Half an hour is spent eating and half an hour in club activity. Each child chooses a club, of which there are all types: newspaper, dancing, drama, Red Cross, cheerleading, singing and others. It was felt that the socialization afforded by club activities is an important phase of adolescent development. In order not to deny participation by the one-third of the students who go home by city bus immediately after school hours, the noon-hour club system was established. Such an arrange-

ment keeps the students at school throughout the day and solves the supervisory and traffic problems of the hour-long lunch period.

The qualities which the Wyandotte school board and staff were most eager that the architects incorporate into the plans can best be summed up by three words: sociability, flexibility, workability.

An important center of sociability is the "student forum," an open interior paved garden court which is accessible from the dining room, student lounge, or auditorium lobby. With its sheltered picnic tables, play space, planting beds, and seating facilities, it provides a controlled area for informal recreational use. Here, as throughout the school, an attempt was made by appropriate scale, bright color, and attractive materials to create an atmosphere conducive to the social activity desired to complement the teaching program. Particularly decorative is the pattern of the auditorium wall visible from this court. Red, yellow and blue glazed bricks are placed in a striking abstract pattern against an off-white glazed masonry wall.

Flexibility to permit variation in classroom size necessitated by the changing curriculum was considered of great importance. To accommodate this need, a new method of heating and ventilating was adopted. The classroom ceilings consist of perforated metal pans suspended from radiant heat pipes. Above the pipes and just below the structural steel joists is a glass fiber blanket which acts as both thermal insulation and acoustical absorption. The space between the heating pipes and the glass fiber blanket is an air supply chamber, and ventilation is through the ceiling perforations. Because the walls between

classrooms are not bearing walls and the metal pan ceiling is the "snap-on" type that can easily be removed to permit wiring or piping changes, the walls can be relocated for any rearrangement that might be desired in the future.

Workability is a broad topic, of course, and has ramifications in every phase of the school design. The basic concept of the plan, however, is to group areas having close affinity about a central focal point. Thus the public attended areas are grouped around the "student forum." The academic classrooms and library are grouped about another landscaped court. This particular court serves as a project area for science classes, and the experience has been that in pleasant weather classes often move outdoors. The teaching

and psychological advantages of the open plan were desired, but only if travel distances were not greatly lengthened. This fitted in well with the court scheme by wrapping the corridors around the courts, which eliminated dead-end corridors and permitted traffic to move always in two directions. Also, in pleasant weather, many students pass through the courts between classes.

The unified arts center also demonstrates the grouping of allied areas around a focal point. The homemaking, industrial arts, hobby shop, and arts and crafts rooms border a multi-use gallery. This space serves for audio-visual use, exhibitions of all types, small programs, and discussion groups. The arts and crafts room, with its extensive display space, is placed near

the main public entrance so that the exhibits will be enjoyed by a wider audience.

The cafeteria is designed for use not just at mealtime but throughout the day. A folding partition divides it into two rooms which may be used for special school groups or for community meetings; opened up, this area can be used for larger groups or meetings. The cafeteria and two corridors have doors that lead to a patio where students may eat in fair weather and where various classes are often held. This area also provides a place for youngsters to meet in a wholesome, healthful environment during their free or leisure time. The bell which hangs in the patio served the old Lincoln Junior High School for a period of 50 years.

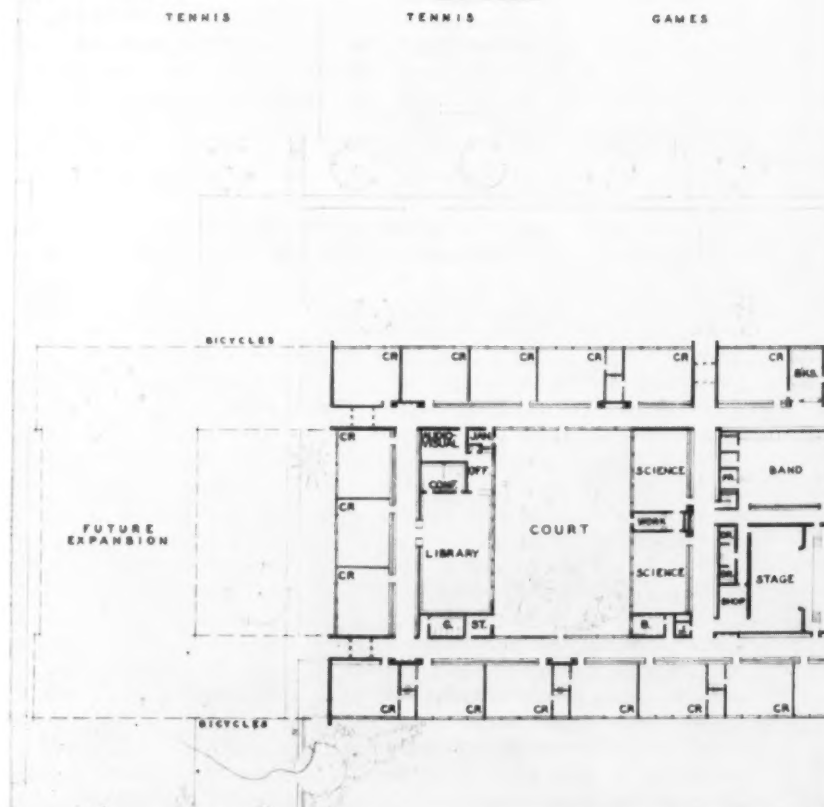


TENNIS

TENNIS

GAMES

Above is a perspective and at right the plan of the Abraham Lincoln Junior High School. The school is built around two courts. The one near the science classrooms will be used for horticultural projects; the one near the students' dining room is the "student forum." Architects for the school are Eberle M. Smith Associates, Inc., Detroit. Architect for the indoor-outdoor swimming pool (top of plan, opposite page) is Robert L. Svoboda, Detroit.



The same multi-use is similarly achieved in the homemaking room, where, when a folding partition is closed, classes in food and clothing can be conducted simultaneously. Community use is an important factor in a school of this type, and the model living and dining rooms adjacent to the homemaking room not only serve for instructional purposes but are frequently used for small dinner meetings of civic groups. The homemaking department's "grooming center" serves as a powder room for just such occasions. A private dining room for teachers, workroom and lounge were provided to give instructors respite from their charges.

The auditorium will seat 430, or more than half the student body. Immediately back of it is a make-up

room with a dressing room on either side. An adjacent stage shop with 14 foot high doors permits easy movement of stage sets.

The vocal and instrumental music rooms are easily accessible to the auditorium but away from other classrooms. The instrumental music room has three separate practice rooms and cabinets at the back where instruments and uniforms may be stored. Each room has a terraced horseshoe type of floor so that the teacher who is directing may be seen from all parts of the room.

The gymnasium, which is 80 by 100 feet, can be divided into a boys' area and a girls' area by a folding partition. Folding bleachers span the west side of the gymnasium. When opened the bleachers will seat more

than 750 people. When closed they occupy only a few feet of floor space. A corridor is all that separates the gymnasium from the locker and shower rooms. This corridor is exclusively devoted to traffic from the gymnasium and locker rooms and permits exit and entrance between these areas and the play areas.

The auditorium and gymnasium, as well as the remainder of the school, utilize a structural steel framing system.

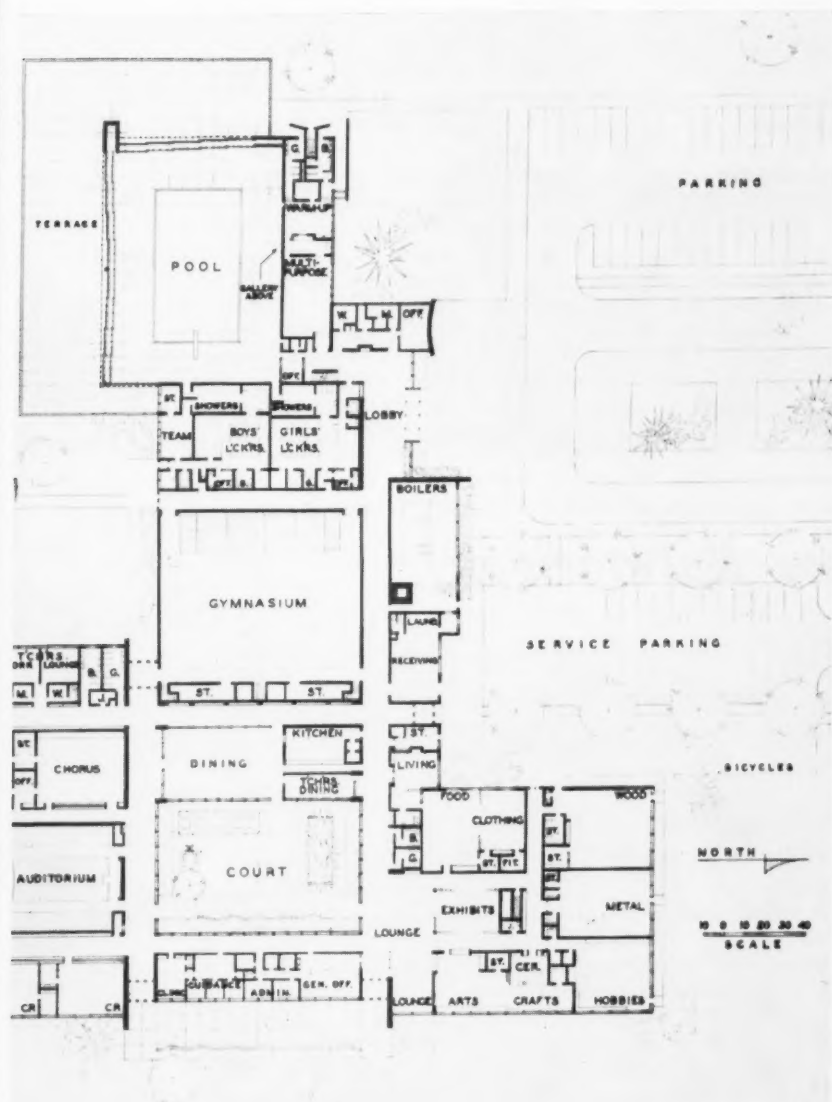
The industrial arts department consists of a woodshop, a metal shop, and a hobby shop. The arts and crafts area has a portion in which the floor is sunken with a drain in the center making a suitable place for ceramics work. A folding partition in the arts and crafts area helps to make the department functional. The large exhibit cases opening both into the room and into the corridor make it possible to display the work of many students.

The corridors throughout the entire building are well lighted and acoustically treated. Each student has an individual locker with a built-in lock. Drinking fountains are recessed in the corridor walls. The principal's office and the general office are connected with every room by a public address system. Each room is equipped with an intercommunication telephone.

LIGHTING IMPORTANT

Good lighting was considered of great importance, and artificial light is provided by fluorescent fixtures, with some use of luminous corrugated plastic ceilings. The natural illumination in the classrooms is made bilateral by the use of light borrowed from the corridors through continuous glass above door height. On west exposures glare reducing glass was used, and on all exposures the sky glare was softened by the use of at least 3 foot roof overhangs. All classrooms are equipped with draw draperies for audio-visual dark-out. In certain areas, especially in windowless rooms such as band, chorus and locker rooms, top lighting is provided through low brightness, light selecting glass block panels set in aluminum frames.

This school houses students aged 12 to 15. These adolescent years are a time of profound change biologically, sociologically and psychologically for any youngster. Close teacher-pupil relationship is considered a vital part of the guidance of a student through





The auditorium seats 430 (about half the maximum enrollment). It is used for school programs and community functions. The stage is fully equipped for theatrical productions.



In the junior high school's gymnasium, folding bleachers will seat 750. An electrically operated partition can be used to divide the room into boys' and girls' gymnasiums.

this growing-up period. Not only are there individual conference rooms adjacent to a number of the academic classrooms, but Wyandotte has included a complete clinic and counseling center. This area is near the files and records of the administrative offices. All these offices look directly out on a social terrace at the front of the school where the children gather before and after the school day.

Sometimes an architect encounters a school administrator who wants his office as remote as possible, the sort of person who "doesn't want to be bothered." Recently the principal of this school remarked, "I like to see the children coming and going. Some-

times an especially friendly youngster will tap on my office window and wave at me. I like that." Quite unconsciously, that comment summed up something of the spirit of this junior high school.

We think differently today about the education of a child than we did in 1905 when Wyandotte's first Abraham Lincoln School was built. The new school contains ideas and appurtenances unthought of in the earlier one. But in our pursuit of the new we do not want to disregard what is meaningful in the old—for there is always much of the past in our present. Wyandotte has tried to remember that. Several trees from

the old school, presented by youngsters in Arbor Day ceremonies over the years, have been relocated to enhance the new site, as was a sun dial given by children in 1936. And the bell which for 50 years called students to classes in the old Lincoln now hangs atop a shiny new red tower in the courtyard of the new. Inscribed at the tower's base is a quotation from Tennyson: "Ring out the thousand wars of old! Ring in the thousand years of peace!" Perhaps the training in scholarship and citizenship gained here by coming generations of students will help, in some small way, to make true this happy prophecy from Tennyson's poem.

Indoor-Outdoor Natatorium

School district and city share
planning, cost and use
of Wyandotte Memorial recreation center

ROBERT L. SVOBODA, Architect, Detroit

I WAS retained by the city of Wyandotte, Mich., to design an indoor-outdoor natatorium and memorial recreation center. Preliminary studies showed city officials and the Wyandotte school board that there would be an estimated savings in capital investment of more than \$240,000, with

an annual savings in operating cost of more than \$20,000, if they built an indoor pool which would share the locker and heating facilities of a school instead of an indoor-outdoor pool financed by the city.

The entire project is independent of the junior high school building, to

which it is joined by expansion joints only.

The physical plant of the memorial building consists primarily of the indoor-outdoor natatorium. The pool of white ceramic tile is 42 feet by 75 feet, with a minimum depth of 3 feet 6 inches and a diving depth of 9 feet



6 inches. The pool is of the deck-level type, having a 12 inch overflow perimeter trough at the deck pool edge. The spacious nonskid ceramic tiled deck around the pool is 20 feet in width, having a 1 meter board at the diving end. The south and west walls of the natatorium consist of 11 pairs of aluminum glass paneled, sliding doors, each 13 feet 6 inches wide and 20 feet high. The glass area, however, continues around the entire interior of the building, providing continuous sunlight throughout the day. Beyond

the large doors exists a colored concrete sun deck which provides, when the doors are completely open, an outdoor atmosphere for the entire deck and pool and increases the attendance capacity of the pool facilities.

A dual-purpose recreational balcony is at the north side of the pool, providing permanent benches and a flexible bleacher capacity which would enable 2000 persons to view swimming meets and other spectacles. A spacious lobby reminds the citizens of Wyandotte of their memorial. The memorial

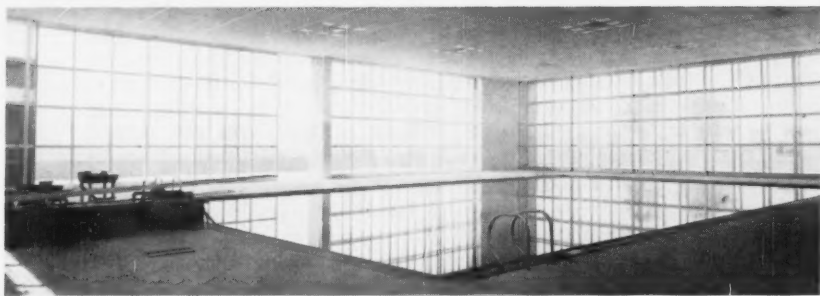
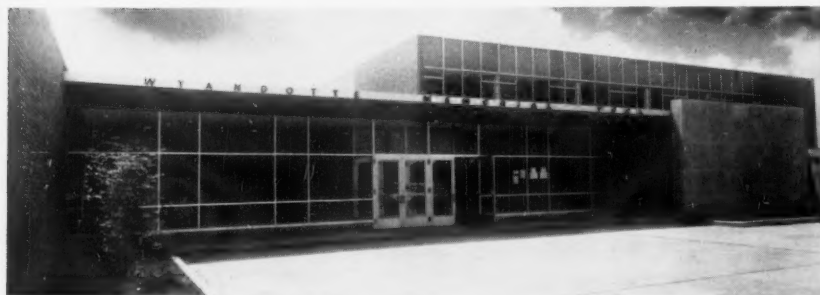
inscription reads: "Dedicated by the citizens of Wyandotte to those who so valiantly served their country." This lobby leads to the director's and supervisor's rooms, a large multipurpose meeting and dining room, the balcony, and school locker facilities.

The mechanical equipment area is below the lobby and adjacent to the deep end of the pool. Other areas are the restroom facilities, a comfort station and warm-up room for those enjoying recreation and ice skating during the winter time, and provision for future mechanical equipment for an artificial ice rink adjacent to the building proper. The mechanical features of the natatorium are unique insofar as an effort is made to utilize all the heat and water with a minimum of waste. Diatomaceous filters, a 400 gallon per minute circulating pump, and a surge tank to provide storage capacity for overflow water are all used.

The building combines a warm air and hot water heating system. Numerous new features used in this pool account for its national acclaim. The cost of operation has been minimized.

ADVANTAGES PROVED

The advantages of such a structure to both the school board and city have been proved quite conclusively. Children throughout this city have had every opportunity to make use of the facilities at hand and the program of the daily school schedule dovetails with that of the city to provide adequate time for use of this pool by everyone. Last summer as many as 2500 children in one day attended the pool. The anticipated attendance for the first year will exceed 120,000.



An indoor-outdoor swimming pool was built by the city adjacent to the junior high school. The pool shares the school's locker and heating facilities. It is maintained by the board of education. On two sides of the room sliding glass walls open the pool to a terrace for summertime use.



The Psychology of **COLOR** for the Schoolroom

FABER BIRREN

Industrial Color Consultant, New York City



THE liberal use of color in school decoration, once the exception, has now become the rule. The conventional buff of yesterday has virtually disappeared. In its place has come a full and bright spectrum to add new appeal to the school environment.

Yet color, for all its esthetic and emotional charm, should be applied with some measure of attention to the needs of child welfare and education. If it is mere decoration—color for the sake of color—many of its remarkable benefits may be lost or overlooked. The mere fact that it attracts attention should in itself be functionally significant. For while color is a happy thing, it is also a distracting one. It has its purpose, its place, and its control.

Illumination and Brightness. From the standpoint of *vision* several basic principles have been developed in recent years. It is obvious, of course, that the eye needs ample light to see clearly. But once this illumination is made available through the efficient manipulation of natural and artificial light sources, the ideal environment demands equal attention to the color and brightness of the surroundings.

For example, light colors reflect more illumination than dark ones. Too much brightness, however, may handicap vision (a) by creating unfavorable glare, (b) by unduly constricting the pupil opening of the human eye, and (c) by interjecting a disturbing

psychological and visual "pull" away from books and tasks. Also, the eye automatically accommodates to brightness in a matter of seconds. If such brightness (of the walls) is meaningless, the accommodation to darker objects (books)—which often requires minutes—may thereby reverse the order in which brightness should be emphasized for ease of seeing.

Most authorities today seem to be in agreement on two points. First, brightness ratios in the general field of view (walls, floor, furniture, equipment) should be fairly uniform. What is termed eyestrain is essentially muscular. If the eye is forced to look alternately at large areas of brightness contrasted against large areas of darkness, unnecessary fatigue will follow—and tired eyes rapidly produce tired bodies and irritated nerves.

Second, the school environment (ceiling excepted, which should be white or off-white for good light reflection and the reduction of shadows) should be painted in colors that reflect between 50 and 60 per cent. Furniture, equipment and walls may reflect between 30 and 40 or 40 and 50 per cent for some relief and practical resistance to soiling and abuse. Assuming a uniform distribution of illumination, the maximum ratios of brightness difference (30 to 60) would be 2 to 1 (or 3 to 1 at the most between a furniture finish of 30 per cent reflectance and a white ceiling of 90).

Where the brightness ratio lies within 5 to 1 seeing is "smooth" and unincumbered, and average school tasks may be comfortably performed.

Primitive Nature of Color. Every subject embraced in the science of psychology—color included—must be considered from a liberal standpoint. Because of the limitless "shades and hues" of human personality, it is often difficult to speak in the factual terms associated with more objective sciences.

Basically speaking, color is more emotional in its impression than form. This is particularly true of very young children.

As a case in point, if young children are asked to sort out a collection of different shapes—circles and triangles—in different colors, they will readily attempt the problem on the basis of color. They will not be too conscious of the ambiguity of form.

Two researchers, Alschuler and Hattwick, found reason to conclude that a delight in color showed emotional tendencies, while the frequent use of blue or black indicated self-control and the repression of emotion. As might be expected, red had the highest affective value and revealed uninhibited expression. Yellow seemed to go with infantile traits and dependence on grown-ups. A preference for green showed balance, fewer emotional impulses, a simple and uncomplicated nature.

Regardless of details, color is an important experience in life. It is needed in the school field not alone for its charm and beauty but to provide normal emotional outlets. A gray world has little outward appeal. It tends to lead to subjective moods, to inner tension and monotony. Color, on the other hand, provides release, excitement, pleasure. And because most psychological troubles may be traced to inner workings of the mind, the stimulation of color is good tonic



RED



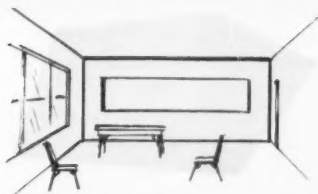
YELLOW



BLUE

RED colors are exciting. They tend to increase bodily tensions and to stimulate the autonomic nervous system. YELLOW has a diverting effect. It invites an outward release of feeling and emotion. BLUE and green are cool colors. The response to them is more mature, tranquilizing.

KINDERGARTEN and GRADES



A warm luminous color like pink gives the kindergarten or elementary grade classroom a cheerful and stimulating effect to match the dynamic spirit of the child.

SECONDARY SCHOOLS



A soft color like green for the secondary grades and study room holds the environment passive and enables the student to concentrate on his work more easily.

to the senses and good distraction from fears and apprehensions.

Color and Emotion. Emotionally the red end of the spectrum is exciting; the blue end is subduing. Physically and physiologically, the same sort of complementation exists. Red colors tend to increase bodily tension, to stimulate the autonomic nervous system, while green and blue colors release tension and have a lesser physiological effect. It is to be granted, of course, that direct connections exist between the brain and the body and that reactions take place independently of thought or deliberation. As Kouwer states, "Color perception is not an act involving only the retina and 'consciousness' but the body as a totality."

The rather striking observation is to be made that the division of the spectrum into warm and cool colors holds evident and simple meaning with reference to human personality. Colors seem to differ as psychic make-up differs. With the warm color goes the primitive response of children, excitation, the extroverted human being. With the cool color goes the more mature response, tranquilization, the introverted being. Indeed, though the conclusion may be largely empirical, warmth and coolness in color are dynamic qualities, warmth signifying contact with environment, coolness signifying withdrawal into oneself.

School Environment Problem.

Without wishing to be too fanciful, let me discuss a few simple principles from the experimental work of psychologists and psychiatrists. The school needs color for the simple reason that young people crave it. A glum environment is discouraging, whereas a cheerful one is inspiring.

There is enough evidence available today to give the color plan real purpose and direction. First of all, the bright environment, the warm colors—yellow, peach, pink—will have a diverting effect. Because visual and emotional interest will go outward, the bright, warm color scheme becomes highly appropriate for kindergartens, elementary grades, places of relaxation and diversion. Because virtually all children are born extroverts, the dynamic setting invites an outward release of feeling and emotion—and, because of the release, nervousness and tension tend to be dissipated.

Put in another way, where the small child is perhaps "bubbling over" with energy, attempts at pacification may merely "bottle up" the spirit and lead to an exploding point. Surround him with gay color, let its stimulation draw out his vivacity, and he becomes more content and better mannered. His own anxiety to adjust himself to school life will be well satisfied because the brightness of the classroom will match feelings inside himself. He will be at ease in his environment.

If brightness and warmth pull attention outward, softness and coolness of color have a reverse effect. With ample illumination, let the walls be toned to soft grays, greens, blue-greens or blues, and the passive effect of the surroundings will permit better concentration. It will not impose upon the pupil's need and desire to direct his attention inward rather than outward. Hence cool colors become appropriate for upper and secondary grades, study rooms, the school library.

Bear in mind that the critical use of the eyes or brain is upset by distractions—glare, sharp color, noise, movement. As one child has put it, "Peanuts have no taste on a roller coaster." Where the effort is to come from within, the environment must be subdued so it will not set up an annoying competition. Blues and greens accomplish this by causing the surroundings to recede and allowing the child to devote himself to the exacting demands of thought and contemplation.

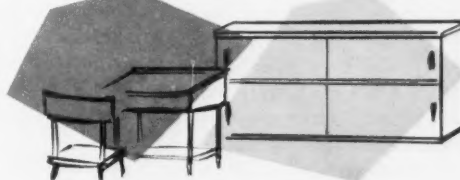
In general, bright light and warm colors represent an attraction to stimulus, a tendency for the human organism to direct its activities outwardly and to take action. Softer illumination and cool colors represent a withdrawal from the outer world. They tend to lead the individual within himself and to inspire introspection. If brightness and warmth stimulate action, then dimness and coolness will

CORRIDORS



A sunny color like yellow is good for corridors, shops and places of action. It tends to dissipate nervous tension. It lends variety and it reflects abundant light.

FURNITURE and EQUIPMENT



Soft coral red and blue on school furniture and equipment have a simple effect that capitalizes on the two favorite colors of most people, children and adults.

provide an ideal setting for the execution of tasks.

In brief, it may be safely concluded that bright light and stimulating colors are conducive to physical and muscular activity, while the more subdued environment is conducive to physical relaxation and mental activity.

Ideal Color Plan. Having developed many color plans for new and old schools, I shall review a series of conclusions derived from wide personal experience.

To begin with, as much simplification as possible should be attempted. Painting is expensive. Small inventories cut costs for retouching and repair and will ease the maintenance burden.

Color should seldom be brilliant. Where it is, the environment may become too dominating. If color holds emotional appeal, it also may be irritating where it is too severe. It would be quite difficult to concentrate on a book, a written page, a teacher, if a near-by wall were in flaming vermilion red. All sensations are enjoyed best in moderation. Perfume smells better than ammonia. Seventy degrees is a more comfortable temperature than 30 or 90 degrees. A little mustard is better than a lot. Juke box music, good or bad, is more acceptable when it doesn't shatter the eardrums.

Interior decoration as a purely esthetic approach to color is seldom as appropriate as practicability and functionalism. It is good standard practice to use white for all ceilings, both for consistent appearance and to reflect an abundance of shadow-free illumination. Again, trim may be a uniform light or medium light gray—doors, door frames, window sash, baseboards, lockers, cabinets, shelving, bins, miscellaneous equipment. A special blending trim color for every wall color may be desirable in a home, but in a school it complicates the color plan and fails to tie together the general facilities of the school plant. One common trim color not only looks right but saves cost in painting and paint inventory.

Recently, the same uniform trim color (light gray) has been introduced for average wall surfaces—offset by the dramatic and purposeful use of brighter colors on end walls.

Here is how the system operates. Medium gray is used for trim. Light gray is then used for average walls or for dados. The corridor dado is gray,

for example, with the upper wall pale yellow to suggest sunlight. In classrooms end wall colors, light or medium in tone, are applied to the front elevations of the interiors. In kindergarten and elementary rooms, such end wall colors may be yellow, pink or terra cotta for a lively effect. In secondary rooms and study rooms, medium green, turquoise, medium blue may be used.

If direct sunlight strikes the wall during the course of the day, the tone may be on the medium or deep side to absorb glare. If the end wall is constantly in shadow, it may have a pale tone.

The colored end wall provides a number of advantages. It puts the interest of color at the front of the room where most action takes place. It provides an agreeable and pleasing area for visual and emotional relaxation. It sets up ideal brightness contrast with materials (and the teacher) which are part of the educational procedure.

Where uniform color is preferred on all walls, the principles already described may apply—warm, bright colors where outward interest and attention are wanted, as in lower grades; cool, soft color where more acute visual and mental problems are undertaken, as in upper grades and study rooms.

As to other school facilities, the cafeteria should be painted in appetizing tints of peach or pink. Here it isn't too farfetched to quote the results of recent tests with animals. Warm illumination has been found to stimulate the appetite and cool illumination to retard it. As one authority observes, "There is perhaps some analogy between this and the stimulating influence on muscular tonus of warm colors and the inhibiting effect of cold ones" (David Katz).

The gymnasium, shops, manual training and domestic arts rooms probably are best in luminous tones of yellow, buff or coral. Locker rooms and dressing rooms in pink will reflect a flattering light. Laboratories, offices, teachers' rooms are well considered with tones of green or blue-green. The auditorium may be one of several hues, although a medium terra cotta is suggested because of its warm and friendly tone on the slightly positive side.

School Furniture. In providing counsel for the color treatment of school furniture, I have urged that

the traditional black, brown, gray and tan be discontinued in favor of a wholly new psychological approach.

Where decoration is the chief criterion, school furniture would have to be as varied as human taste—and no precise conclusions could be reached. However, when color is considered for its elemental and universal appeal, the problem becomes simplified.

Virtually all research on human color preference has revealed the international popularity of blue and red, regardless of age, race or nationality. If these two colors strike the innate fancy of virtually all persons, they therefore offer a logical color scheme having unquestioned appeal.

As one application of this concept, I have suggested a color combination of blue, grayed in tone to resist soiling and abuse, applied to the frame of the equipment and a soft reddish coral applied to book boxes. Both colors, being suppressed in tone and brightness, blend concordantly with virtually all of the wall and trim colors that are being specified for the schools today.

School Decoration Should Be Unique. The idea may be personal with me, but I look upon school color planning as a unique venture, the elements of which should be individual to the field of education. Because relatively young persons are involved, subtlety does not have the impressiveness of simplicity. Young minds, for example, often cannot distinguish those variations of color which one must have years of experience to see—colors such as ecru, beige, taupe and the thousand and one refinements which may go unnoticed if they aren't actually disliked.

So the simple color, frank and honest in its appeal, is the one to use. If it doesn't seem best for a home, a hotel, a hospital, it does echo and reflect the more democratic values of child education.

Too, there is more to color than greets the eye anyhow. Brightness must be controlled to counteract visual strain. Painting costs and maintenance must be held to a minimum. Vision, emotion, physical comfort must be considered in addition to beauty. Let the needs of education be listed and let the functions of color be checked against them, and the school color plan will automatically shape up to become both unique and right for its sound purpose.

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Administration Building for Business Efficiency

CHARLES M. GREELEY

Director of Business, Public Schools, Peoria, Ill.

WHEN the state of Illinois condemned the building in which the Peoria schools' administration offices were located, we decided to construct a new administration building.

The old high school in which the administration offices had been located since 1916 is to be demolished to make way for a new highway. The state paid \$223,000 for the property; the new building, occupied February 6, cost \$241,000.

The school system owned land on the northern edge of the city, the 17 acre site of the Von Steuben Elementary School. From this we took about

1½ acres for the administration building. This allows room for an off-street parking area.

About 40 persons are housed in the new building, including the superintendent, the controller, the director of curriculum, the director of business, the elementary supervisor, the director of pupil services, the research director, the manager of cafeterias, the superintendent of buildings and grounds, the director of audio-visual education, and the director of special education.

Stenographers work in a central office type of pool. Private secretaries sit just outside the doors of their

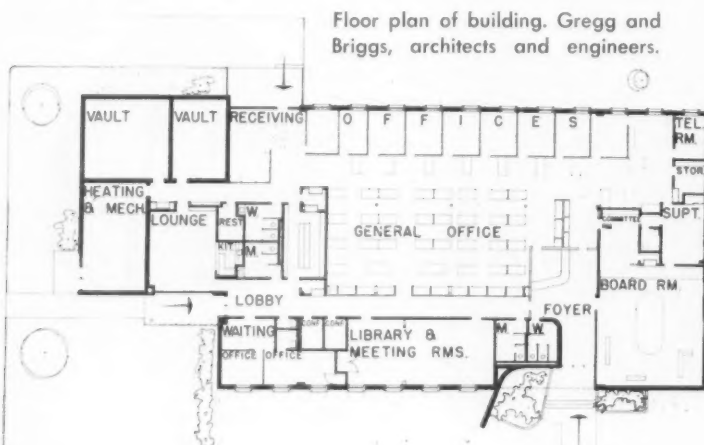
bosses' offices. Also having desks in this office pool are employees of the bookkeeping and accounting department, the purchasing department, and the payroll department, and visiting counselors and four supervisors who spend most of their time in the schools.

The curriculum center and professional library are housed in a room 45 by 18 feet. The board room will be used for meetings of the board, of principals, and of various staff members. It will accommodate up to 80 persons. The lounge room accommodates from 25 to 30. Both the curriculum center and the board room can be divided into smaller meeting rooms by means of folding doors.

The building is on one floor; it has no basement. The total area is 12,000 square feet. (The old building had a total area of 30,000 square feet, but the audio-visual library, the textbook library, and a warehouse occupied part of the space in that structure.)

The building is air conditioned, for summer and winter. It is heated by hot water, with automatic controls to cut down custodial services.

The rooms are painted in various browns, blues and Spanish red. Ceilings are acoustical tile, and floors are asphalt tile. There are plastic dome skylights in the central office area.



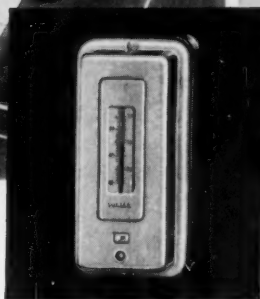
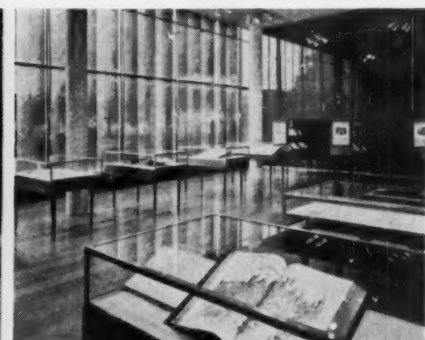
Cincinnati Public Library

Architects: WOOLIE GABER & ASSOCIATES

Associated Architects: SAMUEL HANNAFORD & SONS

Mechanical Engineers: WM. E. BODENSTEIN & W. W. SHUSTER

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Social Studies Department, Red Bluff Union High School, Red Bluff, Calif.

WHERE are the parents nowadays? We have tried every possible method to assure their interest and participation in educational activities. Could it be that they are at home watching television?

If you are a real crusader in the cause of education, your best bet is to enter the home through the television screen. But if you do, your approach must be new and different, for this new medium demands new methods.

Careful, your crusade for education is now at the mercy of the viewer. With a flick of the switch, he can consign you to total darkness. Or, if other channels are available, your efforts may be replaced by a Western thriller or the latest filter tipped cigaret.

Yesterday's "captive audience" is no more. You are moving into strange territory. Television demands the best that the school has to offer. How can we compete with the professionals?

Look about—you have many resources of talent that should and can be properly presented to an interested and sympathetic audience. Your only



Student explains modern irrigation projects in Palestine by use of colored fluid in plastic pipe lines.

At conclusion of half-hour program, entire cast appears to take credits.



concern must be in the proper way to get your story across.

This article describes a method used in Red Bluff, Calif., in capturing an audience for 30 minutes. Red Bluff is located at the northern end of the Sacramento Valley. The union high school serves a wide area where agriculture and stock raising are the major industries, with many of the students coming 30 or 40 miles on the school buses. The school, operating on a four-year basis, has approximately 750 students and a faculty of 35 teachers.

We had one consideration in mind when we decided to enter the field of educational television. Our production had to satisfy two requirements. It had to be educational, for that was the reason for its existence. Also, it had to have a broad appeal in order to hold the interest of our audience. The first factor was one that commercial programs do not have to contend with. As educators, then, we were sure that much of our effort would necessarily be directed toward making the program acceptable to an audience of varied interests.

Good television requires movement and animation. This immediately rejects any consideration of interviews and panel discussion programs which are more adaptable to the field of radio. Action with a purpose seems to be the watchword of good entertainment in the popular programs.

Our program was to be graphic and alive. Each member of the group was to have something to do and say to catch the eye and interest of the audience. We were forced to cast about for graphic training aids and devices in order to get our story across. Visual aids adaptable to television were not to be found in our schools. The best source seemed to be the armed forces.

Remember, the services had to aim their programs of instruction at all levels of educational maturity. Visual devices, correctly used, the military discovered, taught their men more quickly and thoroughly. Educational gadgets or gimmicks, call them what you will, must be used to clarify the ideas you are trying to get across to a viewing audience with diversified backgrounds.

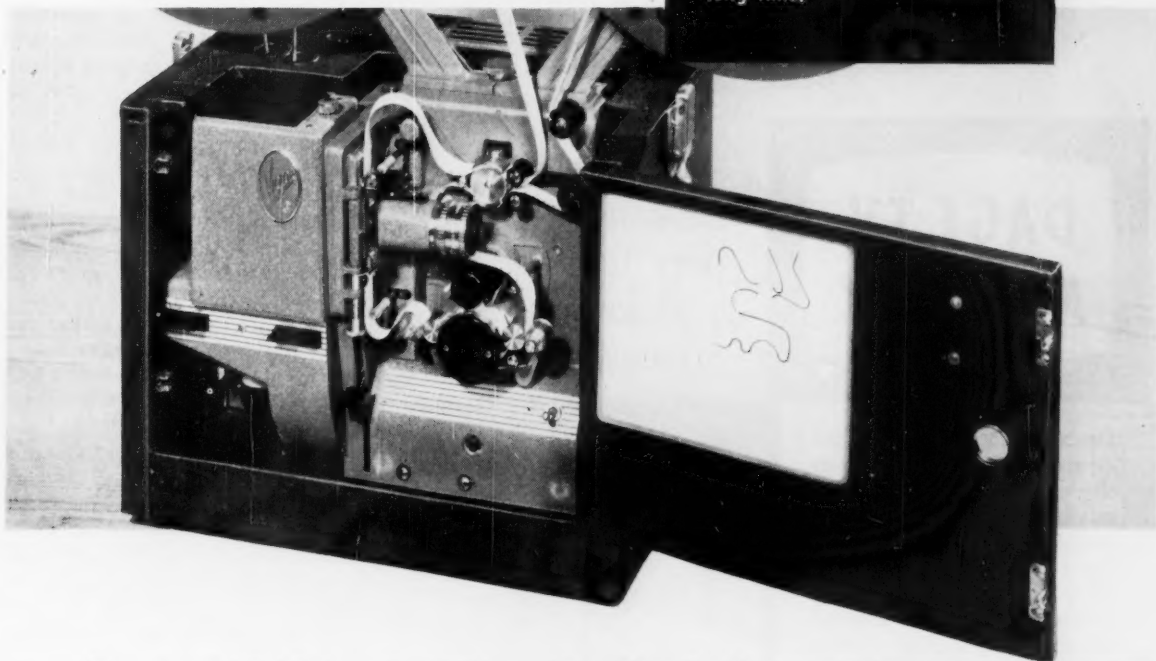
True, a program with visual devices, animated maps, overlays and special techniques requires much time and planning. Yet the rewards are many in the educational values to be enjoyed by the entire school in a cooperative effort of production. Surely an entire school

How the

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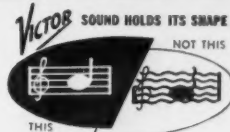
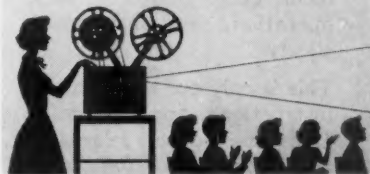
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Type of graph or chart prepared for viewing audience. Comparative figures for U.S., free Europe, and Soviet bloc, set side by side, made a lasting impression on many TV viewers.

DAGE TV AT WORK

HOW THE UNIVERSITY OF DETROIT USES CLOSED-CIRCUIT TELEVISION TO SOLVE A LECTURING PROBLEM

Dr. Rene Rochon, Dean of the Dental College of the University of Detroit, reports on the advantages of television in teaching dentistry: Under the old system in use at most schools, a few students and technicians crowded around the instructor and his patient, hampering demonstrations of dental techniques. Only those in the front row really saw what went on. At Detroit a Dage TV closed-circuit system lets the lecturer in his laboratory televise demonstrations to many students in a lecture room. Large groups see each operation, each instrument clearly.

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Dage TV camera gives clear, close-up picture of a dental demonstration in laboratory . . .

. . . To this group of students seated in lecture room. Each student sees it all.



working toward a common goal should be a pleasant sight to the eyes of any administrator.

In our system, the program originated in a class in contemporary world affairs. Students were using visual devices in their reports, and soon each student was trying to outdo the others in his presentation. The graphic devices attracted the attention of other students and served as a constant point of reference to the audience and reminder to the speaker. Some of the students whose fathers had been subject to the military's visual approach aided their offspring in using certain graphic methods to present collected subject matter.

A television show was a natural result and was planned for the culmination of the semester's work. This required approval of the administration as well as the cooperation of the various departments in our system.

Station KHSL-TV in Chico, Calif., allocated us a half hour as part of the public service time required of all stations by the Federal Communications Commission. Its assistance came largely in the form of excellent advice, needed so badly by novices using this medium.

The script originated in the social studies department, yet all departments collaborated in producing the final product. The script was edited by the English department and polished for presentation by the dramatics classes. Before set construction started, models or sketches were made by the art department. The mechanical arts classes drew the plans for charts, supports and portable backdrops with the woodshop classes doing the actual construction from the plans they received.

A large map was used in the program. The art department copied the map from a geography book and made additions and deletions as required by the script. The homemaking classes purchased and sewed the canvas, the audio-visual aids group projected the map from an opaque projector on the large canvas, and the art department traced and painted the map in its final form. The shop department constructed a portable frame to keep the surface of the canvas map smooth for the paint brush. Meanwhile, the science department sent us students to install flashing lights (Christmas tree lights and flash bulbs) at points on the map we wished to call to the attention of the audience during the program.

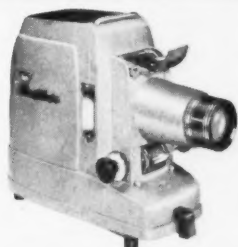
Our music department offered to

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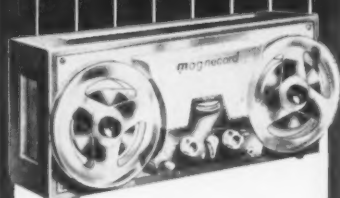
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make a tape recording of any music needed. Opening and closing themes were chosen by the students; they studied the script in order to select the proper music for background and continuity.

As this was to be an all-school production, an elaborate publicity campaign was planned. Here, our journalism department moved in to help.

The program itself, entitled "If Europe Falls?" endeavored to show the importance of western Europe to the free world, and the consequences to be faced if it were allowed to fall to communism.

By the use of large maps, charts and animated figures, we attempted to

show relative productive capacities, size of armed forces, strategic areas held, population figures, and important historical events on both sides of the iron curtain. These data were shown with similar information for the United States if it stood alone. The implication was obvious. Free Europe could not be allowed to fall to communism.

An example of the type of device which proved successful was a large polar projection map on which the route from Moscow to New York was traced. A miniature bomber was moved along this route by means invisible to the audience, the flight climaxing in the explosion of a flashbulb, representing an atomic blast. The plane was

A dancing girl represents one of the misconceptions as to real secret of the Middle East.



Map is type of visual aid used on TV program. Student points to route traveled by miniature bomber over polar regions from Russia to the United States.



In just 19 minutes!

FROM GYM TO LUNCH ROOM

Here's how Dr. Merle R. Bolton, Superintendent, Corinth School District, N. E. Johnson County, Kan., solves his space problems with Erickson Fold-A-Way Tables



Time: 11:45 a.m. . . any school day . . . Scene: the multi-purpose room at Corinth Elementary School . . . Action: the morning phy. ed. class is almost over ("Just one more basket, Coach!") Custodian starts wheeling in extremely portable Erickson Fold-A-Way Tables with Benches . . .

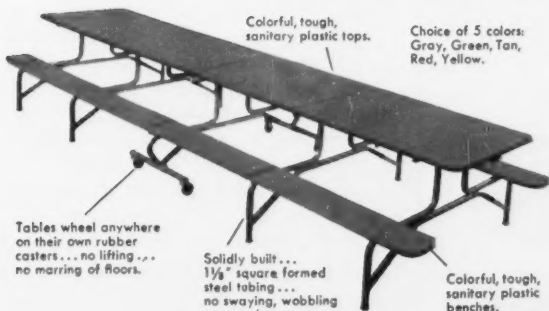


Time: 12:04 p.m. . . Scene: same room 19 minutes later . . . Filled with 14 Tables used by 330 students . . . students finish eating about 12:40 . . . by one o'clock all the tables are folded and stored, with floor swept ready for the afternoon gymsters.

Multiple use of floor space is easy...with *Erickson* Tables

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PORTABLE FOLD-A-WAY TABLES WITH BENCHES



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Tables wheel anywhere on their own rubber casters...no lifting...no marring of floors.

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THEY STORE-A-WAY in amazingly little space

With Erickson equipment Superintendent Bolton has the "extra" space he needs . . . through highly efficient multiple use of floor space.

Erickson's exclusive Fold-A-Way and Wheel-A-Way features make it possible for one man to set up seating-for-eating for hundreds of pupils . . . with great savings in time and labor.

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PORTABLE FOLD-A-WAY PRODUCTS

covered with reflective tape so that it seemed to glow as it moved on its fateful voyage of destruction.

Most effective was the use of radio propaganda broadcasts from various countries, such as Russia and Greece. These were based on actual recordings of shortwave broadcasts, with students native to these areas presenting the programs in the foreign languages, while other students interpreted sentence for sentence for the viewing audience.

Many similar devices can be utilized and adapted to local situations and

scripts. They are limited only by the ingenuity of the instructor and the students.

A word of caution. Keep your preparation simple, although retaining the elements of movement and animation. A simple device that works, and you have only one opportunity to see that it does, is much more effective than an elaborate setup that fails.

Also, black and white are the important television colors. Don't attempt to be too colorful in your use of charts and other materials. It is essential that timing be carefully worked out in ad-

vance and that the program be definitely concluded in the period allowed. This is important in the effect of the presentation on the viewing audience, and it's also important to the station manager who is providing you with the time. You would like to be welcomed back.

Upon the conclusion of the program, a natural question was, "What did we achieve?"

In the light of our basic objectives as educators, it would be fair to assume that a television program of this type should achieve a majority of the following objectives:

As a culminating activity, the program provides real and permanent impressions of lasting value to the participants as well as to the viewing audience.

The practical experience gained in oral communication, timing and group work is something seldom attained in a classroom situation.

Purposeful activities are provided for the different departments of the school in such a way that students feel their contributions are of real and practical value. This is education at its best.

Public relations, an area which has always been seriously and carefully considered by educators, should be improved by this type of undertaking, when it is well done. Members of the community are impressed with the accomplishments of their boys and girls and with the work of their schools.

TEACHERS COMPLIMENTED

Public reaction was certainly gratifying. Teachers were complimented in stores, on the streets, wherever they were recognized as a part of the school staff responsible for the program. We received numerous letters of commendation from educators and educational institutions, as well as from private concerns and individuals.

By request, the program was presented for different service clubs and other organizations and served as the basis for a school assembly during Public School Week.

The social studies department teachers responsible for the production think that the time and effort involved were more than justified by the results. Any school department with the desire and enthusiasm necessary can accomplish as much or more. We believe that we have played some small part in the development of educational television at the high school level.



The Teacher is the most important factor in any classroom. Next in line is an adequate supply of carefully chosen and well preserved textbooks.

The constantly increasing enrollment presents a serious textbook budget problem in practically every school department.

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THE SCHOOL LUNCH

Conducted by
Mary deGarmo Bryan

School Nurse's Rôle in Lunch Program

MILDRED S. COYLE

School Nursing Adviser, Pennsylvania Department of Public Instruction

IN PENNSYLVANIA, the school nurse aids in the planning and supervision of the school lunch program. She also works directly with parents, teachers and children to improve child nutrition.

The nurse often stimulates interest in the development of the school lunch program where none exists and helps to plan such programs, especially with children who have dietary problems. Sometimes, when there is a lack of cafeteria personnel, the nurse may aid in planning and supervising the program.

Liaison between home and school. Another function of the nurse is to act as a liaison between the home, school and community relative to the school lunch program by:

1. Following up on the school medical program of children who have nutritional problems.
2. Aiding in the development of good food habits by checking the trays of the pupils and having conferences with individual children regarding their nutritional needs.
3. Explaining to parents the types of lunches available at school and the goals of the program.
4. Investigating the home situation of children reported not to be able to pay for their lunch at school.
5. Aiding in getting materials, pamphlets, films, slides, speakers and other audio-visual aids to be used by the teachers of health and other classes.
6. Aiding in interpreting the value of the school lunch program to interested community groups.

Contributions to this article were made by Frances L. Hoag, chief, division of school lunch and nutrition, Pennsylvania Department of Public Instruction; Anna dePlanter Bowes, director, bureau of nutrition, Pennsylvania Department of Health, and local school districts in Pennsylvania.

7. Aiding in the promotion of nutrition studies relative to the school lunch program.

In a number of school districts the health program has the interest of the whole community, including local civic organizations, the press, and radio stations.

Helps teach good eating habits. Many school nurses report that the attendance of the children at school is better where school lunches are served.

The nurse helps teachers to make good dietary habits, such as hand washing, a part of the child's learning experience. In the upper grades various members of the health team, such as the physician, dentist, dental hygienist, nurse and teachers of science and

health, give the students a broader knowledge of good health habits. These include the proper selection of food, methods of buying and preparing food, and sanitation as it applies to the home and school.

Checks on sanitation. Sanitation, as it applies to the school lunch program, is of concern to the school nurse. In some situations, she aids in making sanitary inspection of the cafeteria, guided by an outline set up by the state department of health.

Keeps parents informed. There are several areas in Pennsylvania where the schools have no cafeterias, but lunches are served in classrooms. A number of the school districts have central serving kitchens. One such school district serves four schools, ap-

School Nurse Evelyn M. Walsh points out the importance of drinking milk to elementary children at the Silver Spring School near Mechanicsburg, Pa.





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Sixth graders help in a central kitchen, where food is prepared for several schools. This and adjoining picture were taken in Lawrence Township School District, Clearfield, Pa.



Children learn more than good food habits in the outlying schools in Pennsylvania. These youngsters are eating in their classrooms the food prepared in a central kitchen.

proximately 950 pupils. The food is carried to outlying schools. Each has a portable serving unit.

The school lunch director and the school nurse jointly send letters and menus to parents weekly, advising of the food to be served to the children and inviting the parents to visit the school. The parent-teacher association has requested the school lunch director and the school nurse to conduct a

workshop in health for the benefit of its members.

Directs nutritional studies. A number of nutritional studies have been made in connection with the school lunch program.

In one county, the school nurse and teachers noticed that a number of the children had health and nutritional problems. A study was made of the food habits of 1467 children from 11

different areas of the county. The findings showed that one out of three children had diets which needed improving, and two out of five reported diets actually poor.

Many home visits were made by nurses regarding the study findings.

A committee was formed of lay and school groups to follow through on the findings of the study. As a result of its work, school cafeterias are being set up in areas of the county where they did not exist before, and better food habits have developed.

Parents throughout the county voted against having candy sold in the school cafeterias. More and better understanding and cooperation regarding nutrition education have developed in the school and homes.

Attends nutrition institutes. The school nurse attends and participates in nutrition institutes in various sec-



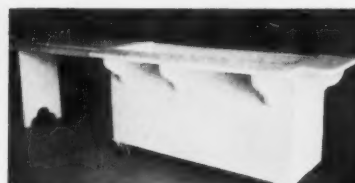
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Food serving cart used in Lawrence Township School District, Clearfield.

tions of the state. These institutes usually are co-sponsored by the bureau of nutrition in the department of health and the division of school lunch and nutrition in the department of public instruction.

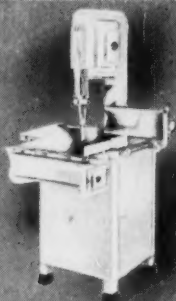
Pennsylvania now has 1350 school nurses, who are employed by boards of education. At present there are 1540 school lunch programs.

EVER SEE A KITCHEN without one or more of them?

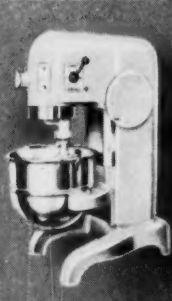


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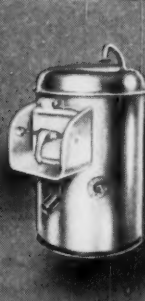
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MAINTENANCE AND OPERATION

ACCOUNTING
SUPPLIES
EQUIPMENT

Conducted by Bernard R. Oosting

Here are suggestions for

Buying and Applying Paint

WALLACE A. MOYLE

Supervisor of Buildings and Grounds, University of Connecticut

WELL designed paints are carefully engineered and tested materials. When used to meet conditions for which they are designed, they will perform within rather definite and measurable limits. When employed to meet conditions that exceed their design, they will probably "fail."

As research and experiments have

progressed several fundamental elements have been established. The most important of these seem to be: (1) the need for establishment of practical painting standards; (2) determination of a material's characteristics to support each standard; (3) selection of materials having proven formulations and performance; (4)

proper handling and use of materials; (5) proper workmanship.

Materials of the highest order can be rendered quickly inferior by improper handling, use and application. Relatively poorer items may give a satisfactory performance with careful and intelligent use. The purpose of this article is to present some observations concerning the proper handling and use of paints and proper workmanship.

As yet no one paint will fulfill all painting needs, but there are an appreciable number that will meet specific requirements. A large number of well known manufacturers allocate sizable sums of money annually for design, laboratory and field testing, and marketing of carefully and soundly engineered products. They know what each of their products will accomplish and the conditions under which each can be successfully used. They know how each material must be handled and what the results of mishandling are likely to be. They can describe quite well the manner in which each item must be applied and the condition of surfaces to which it will properly adhere.

It may be well to define the terms "handling" and "use." By "handling" is meant the manner in which the material is treated from the time of receipt by the user until its application. By "use" is meant the selection of the material designed to perform properly during and after application. Proper workmanship includes preparation of the surfaces as well as good mechanics in application.

It is difficult to overstress this. The paint goes onto a surface. The result depends on both painter and surface. Few painters will paint over wet wood



BERNARD R. OOSTING has accepted appointment to the editorial advisory staff of *The NATION'S SCHOOLS* to serve as special consultant for the Maintenance and Operation Department.

Dr. Oosting is business manager for Hinsdale Township High School, Hinsdale, Ill. He served previously as business manager for Glenbrook High School (1950 to 1954) and Glenview Elementary School District (1950 to 1951), both in Illinois.

It was the bombing of Hiroshima that made Dr. Oosting decide to take up public education as a lifework rather than to continue in his earlier occupation as an accountant and busi-

ness executive. He was in the employ of an airplane manufacturing concern at the time of the Hiroshima bombing. This demonstration of the destructive power of the airplane convinced Dr. Oosting that he would like to make his life count toward constructive forces that might help to prevent the repetition of this kind of warfare. He decided education offered such an opportunity. Although he had his bachelor's degree in business administration from Michigan State College, he decided to change professions, and so he went to Northwestern University to earn his M.A. degree in public school administration. A few years later he had completed his work for a doctoral degree at Northwestern, specializing in public school administration. His doctoral dissertation is the only nationwide study of the qualifications of the public school business manager (*The NATION'S SCHOOLS*, October 1954, p. 102).

From 1940 to 1948 he had served as accountant, office manager, personnel manager, and controller for business firms in Detroit, Muskegon, Mich., and Chicago.

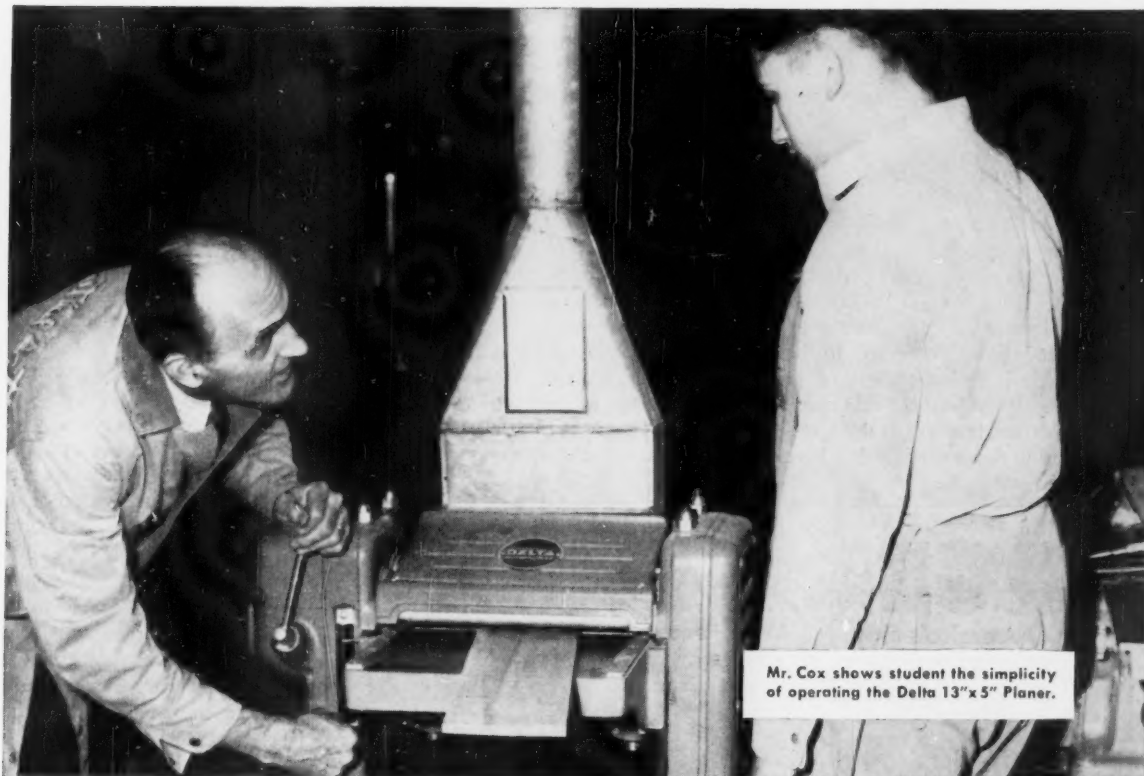
Dr. Oosting attended public schools in Grand Rapids, Mich., and is a native of Reed City, Mich. He is currently a director of the Illinois School Business Officials Association.

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has perfect safety and maintenance record

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or cement or make some equally obvious error, but many will and do paint over surfaces where the old paint is in the process of detaching itself from the surface. They cover this up. It is absolutely vital to paint only over a sound surface. By and large, more time in preparation of surface is a current need.

If paint could be applied at the point of manufacture, that is, just as soon as it comes out of the final manufacturing operation, the amount of handling would be reduced to a minimum. The longer the elapsed time between the final mixing and its use, the greater the handling required.

PROVIDE PROPER STORAGE

Paints in storage are subject to a progressive separation of components resulting in settlement of pigments and the tendency to form "skins" over the surface. Some are more prone to these than others. Storage places should be dry and warm. If shipments can be made directly from the factory to the final user, it is probable the time in vendors' storage will be at a minimum. More important, however, is the necessity for using first materials that have

been longest in local storage. The objective should be to consume all paints in storage not later than six months after receipt. This will substantially reduce the tendency of pigments to settle and surface skins to form.

After this length of time the apparent initial saving gained through quantity purchases may be dissipated by the greater cost of redispersing pigments and removing skins and otherwise properly preparing the paint for use. Under some conditions it may be necessary, in addition to agitating or stirring, to strain the paint to assure complete removal of skins and undispersed pigments.

This condition may be mitigated to some extent by careful storage procedures. Inexpensive mechanical agitators are available that redisperse the contents of a container by shaking. It might be well to consider such a piece of equipment and require any item not issued from stock at the end of six months to be agitated and returned to the shelf. As a matter of fact, it will help the man on the job if all paint is given a thorough "shaking" in the warehouse at the time of issue.

When the container is opened on

the job, the first operation is to remove any skins that have formed. The purchasing requirement that "any skins that have formed be removable in one unbroken sheet" is important. If the skin breaks and all of it is not removed, it may be necessary to strain the entire contents of the container to remove the small pieces.

The next step in preparation is the thorough redispersion of settled components. This is a very necessary operation. Unless the pigments that have settled are thoroughly redispersed, the material will not have the characteristics it is designed to have. This is the reason for the purchasing requirement "that all settlement be soft and easily redispersible." It is particularly important when 5 or 10 gallon containers are purchased and where material is poured into gallon cans for ease of handling on the job. Each time the small can is to be refilled, the material in the larger container must be stirred to make sure of proper mixing. Too, the material in the small can should be stirred to blend the old mixture with the new.

Containers should be covered when not in actual use. This is particularly important at night and in warm temperatures to reduce evaporation of the thinner and to reduce the formation of skins.

MEASURE THINNER

Proper thinning cannot be too strongly stressed. The purchasing description for the paint should contain the requirement that the manufacturer's label on each container shall include instructions for thinning, and care must be taken to see that these instructions are followed by painters. The amount of thinner being added must be measured and not guessed at. The practice of allowing a painter to thin a paint until it meets his "feel" will result in an uneven performance and may destroy the design of the product. Insist that the thinner when added is in measured quantities and does not exceed the manufacturer's instructions unless he is consulted first.

Too much thinning impairs a paint in the following ways: sealing ability, flattening, lack of hiding power, bleeding, sagging, flashing of a flat paint over a priming coat, mottling, breaking over sharp edges, and, in some cases, need for an additional coat.

Even if a paint can take more thinning than manufacturer's instructions indicate, the painting standard may be

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violated if it is thinned beyond a certain point. For example, if it is decided the dry paint film required safely to support a painting standard is that film resulting when 500 square feet of surface are covered per gallon, any appreciable variation from this figure will change the standard, and the purpose for establishing the standard will have been reduced or negated. Under certain conditions paints can be extended to give initial coverage over a greater area, but this results in a reduced dry film that may not be expected reliably to give the service that the standard is designed to achieve. Remember, too, that you establish the standard. The manufacturer supplies the material to support that standard.

"LIFE EXPECTANCY"

Film thickness is an important element in the "life expectancy" of a paint. The dry film is that part of the paint that remains on the surface after volatile components have evaporated. The thickness of the dry film of any paint can be calculated as follows. There are 231 cubic inches in a gallon. The thickness of the wet film in mils is

$$\frac{231000}{\text{sq. in. covered}} = \frac{231000}{500 \text{ sq. ft.} \times 144 \text{ sq. in.}} = \frac{231000}{72000} = 3.2 \text{ mils.}$$

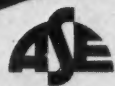
The dry mils thickness then is the wet film thickness x % of solids

$$\frac{100}{\text{total solids, 3.2 mils} \times \frac{68}{100}} = \frac{2176}{100} = 2.176 \text{ mils or } 0.002176 \text{ inch.}$$

If paints are used as designed, and in accordance with the requirements of the standard they have been purchased to support, they can be used as a ready measurement of work efficiency. For example, if a one-coat roller applied alkyd is used at a rate of 450 square feet per gallon and if there are 50,000 square feet to be painted, the amount of paint and thinner can be quite accurately determined. It will be approximately 111 gallons, to which should be added about 10 per cent for spillage, loss in mixing, and so forth, or 120 gallons of paint.

As each painter will use about 1.6 gallons per day (including preparation and painting of trim) it can be estimated that 120 or 75 days of labor

will be required to do the job. If three men are assigned the job it will take

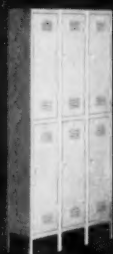


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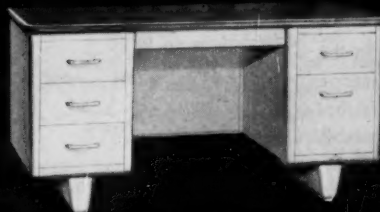


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about one calendar month. A check on the quantity of paint used and area covered after one or two days will give a quick check as to whether or not the proper standard is being followed. A check at the end of the week can be made quickly to determine the level of performance. The whole operation can be planned in advance, production goals established, and checks quickly applied.

SQUARE FOOT COVERAGE

A word about square foot coverage as advertised by the manufacturer. It appears this is a figure established in the laboratory. While it is a true figure, it is based upon application of paint to a smooth surface black and white checkerboard card a square foot in area. The amount of paint by weight required to provide complete coverage on the card is divided into the total weight of a gallon of paint to get the coverage in square feet. This is actually a maximum figure under the best possible conditions.

The area covered per gallon will be smaller as the surface being painted is rougher. Actually the total area covered may not be appreciably less if

the actual area of the exposed surface can be calculated. For example, consider a sand finished ceiling in comparison with a smooth hard finished ceiling. If the exposed surface of each granule of sand projecting below the basic plane is considered, it is obvious the area calculated merely by taking the product of the sides of the room is not accurate and is substantially smaller than the surfaces to be painted. It will be necessary to make allowances for rough surfaces and not to try to get the maximum coverage as calculated for a smooth hard plaster surface for other types of surfaces.

Probably the most important element of use is the selection of the proper material for the job to be done. Modern paint chemistry has produced an increasing number of "paint type" coverings to meet the many special conditions encountered in this major phase of maintenance. For example, it is now possible to apply certain materials to certain surfaces that are still moist with assurance the paint will stick. Rust inhibitors permit paints to be applied to surfaces with some rust on them with assurance that oxidation will be neutralized and the paint will

"stay put." Soft paints, such as a flat lead and oil paint, obviously will not give satisfactory service if used on floors and will not be as satisfactory on interior walls that require repeated washings as will the alkyd resins and some of the newer resin emulsions.

On the other hand, certain modern paints such as the epoxies may be satisfactory substitutes for more expensive bathroom or dairy barn wall coverings. The transyls, another form of vinyl chloride plastics, appear to offer a solution to the annoying problem of protecting walls at the chair rail level or of eliminating the drying and curling of calking compounds on skylights. Polyvinyl acetates, which are now beginning to appear, promise very satisfactory performance as primers and probably as exterior finish coats for cinder block, cement block, and other masonry surfaces. The use of silicones as a component of, or as a final application over, ceiling paints in showers and kitchens seems probable.

Regardless of how specialized the paint may be, it should not be used to cover up a basic structural defect. If paint is peeling on an exterior wall the fact that it may be possible to find a material that will stick is not the answer to the moisture condition originating under the exterior paint. That moisture is going somewhere. If the paint can withstand the hydrostatic pressure from within and the moisture cannot escape in that direction, it most certainly will find another outlet. Its source must be found and corrected. The statement "Save the surface and you save all" is not tenable. All you save is the surface and the appearance and for probably only a short time unless the condition is thoroughly analyzed and the cause for unsatisfactory paint performance is corrected.

DETERMINING STANDARDS

Proper use of materials can be determined to a dependable degree during the establishment of painting standards. As a matter of fact, painting standards cannot be reliably established unless careful consideration is given to the surfaces to be covered and unless structural conditions involved are carefully evaluated. In determining the characteristics of materials required to support a standard, the limitations of the material must be considered as well as its design and engineering.

Finally, the item of workmanship. The proper preparation and applica-

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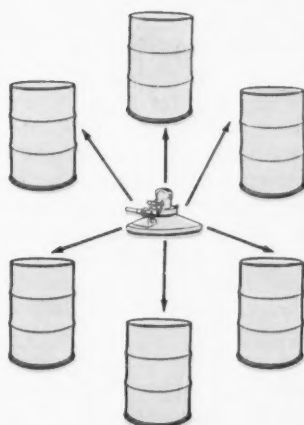
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tion of the material are essential. Preparation of surfaces and application of paint to them are equally important. The craftsman who is proud of his work recognizes this and actually may spend more time on the preparatory operation. To the "dauber" painting is just "putting it on, making it look good, and hoping it will last."

The painter must learn to adjust his technic to the material and not expect the material to be adjusted by thinning to fit his particular ideas. It is probable the same type of paints manufactured by different companies

will be somewhat different. One may spread more easily than another or the lap time may be longer or shorter. One may flow better after application to smooth out brush marks. Although their viscosity numbers may be the same on the scale, one paint may sag and the other may not. It is probable, if the major characteristics are substantially the same, the long-range performance will be substantially the same.

For this reason it is preferable that the same brand of paints be used for each type of painting so that, having

acquired the ability to use it, painters are not upset by having to become familiar too often with products of a different manufacture.

One interesting observation has to do with the use of paint rollers. In a large crew a more nearly standard result is obtained with rollers than if brushes are used. In many instances where surfaces are rough or porous it has been found that the roller rolls the paint "in" as well as rolling it "on."

As with brushes, rollers must be selected. One with too short a nap will produce small parallel ridges that, although not too obvious, will make washing rather difficult. The selection of a suitable roller is necessary to assure proper roller workmanship.

With heavy paints, such as the newer one-coat house paint, it is essential that the workman be required to use the material properly. These paints are designed to cover at a rate of 3.5 mils (0.0035 inches) to 4 mils (0.004 inches) dry film. Some of them spread easily but as the job progresses it will be discovered that coverage is at a rate of only from 325 to 375 square feet per gallon for paints rated by the manufacturer at from 500 to 550 square feet per gallon. The painter must experiment with the amount of paint he lifts out of the container on each brushful and with the amount of pressure he applies to get the tip of his brush deeper into the initial application to spread the mass rather than just move a layer of the material off the top. This is a matter of adjusting technic to material.

PERFORMANCE ANTICIPATED

It is not the purpose of this discussion to present the technic of painting. Rather it is intended to indicate that if the design and engineering of paint products are known and if the limitations of each material are understood, performance can be anticipated with reasonable accuracy if the paint is selected, handled and used properly and if sound workmanship is followed in applying it.

In conclusion, the following statement is a good basis for analyzing the probable performance of any paint: If the product is a regular item of the manufacturer and has been made and marketed long enough for the manufacturer to support his claims for performance, the reasons for apparent failure of the material are more likely to be improper use and workmanship than faulty material.

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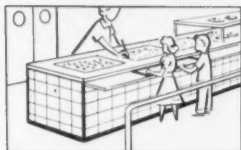
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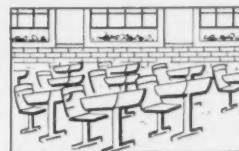
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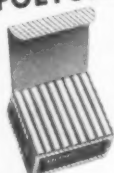
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Sixteen authors give an overview of

School Business Management

Book Review by BERNARD R. OOSTING

Business Manager, Public Schools, Hinsdale, Ill.

SCHOOL BUSINESS ADMINISTRATION.

Edited by Henry H. Linn, professor of education, Teachers College, Columbia University. New York: Ronald Press Company. Pp. 574. \$7.50.

HERE is the first book covering the entire field of business management of schools in the last two decades. Dr. Linn and 15 other contributing authors have produced a timely volume of interest to all school administrators.

It is refreshing to read this volume from cover to cover. The various authors attack their assignments with a vigor not usually found in a book of this nature. It is apparent that they are deeply concerned with bettering school business management.

Although the book is written by 16 people, the philosophy throughout is similar. Business management is a means to an end, that end being the improvement of instruction of children. The educational plant and buildings are regarded as costly educational tools. This book is written so that the readers can develop a professional attitude toward business administration of school activities and an understanding that it contributes to the improvement of instruction.

The text points out the obvious, that education is a big business. However, in a scholarly research fashion it outlines the actual numbers of school districts, school board members, teachers, pupils, expenditures and other pertinent data. Notable figures are quoted: School transportation is a \$300 million yearly business, and the school lunch programs also spend hundreds of millions of dollars annually. These and other figures quoted emphasize the need for efficient school business management.

The reasons school business affairs are not always properly administered are of interest to all concerned with school administration. These reasons are outlined in an original manner under the general headings of politics,

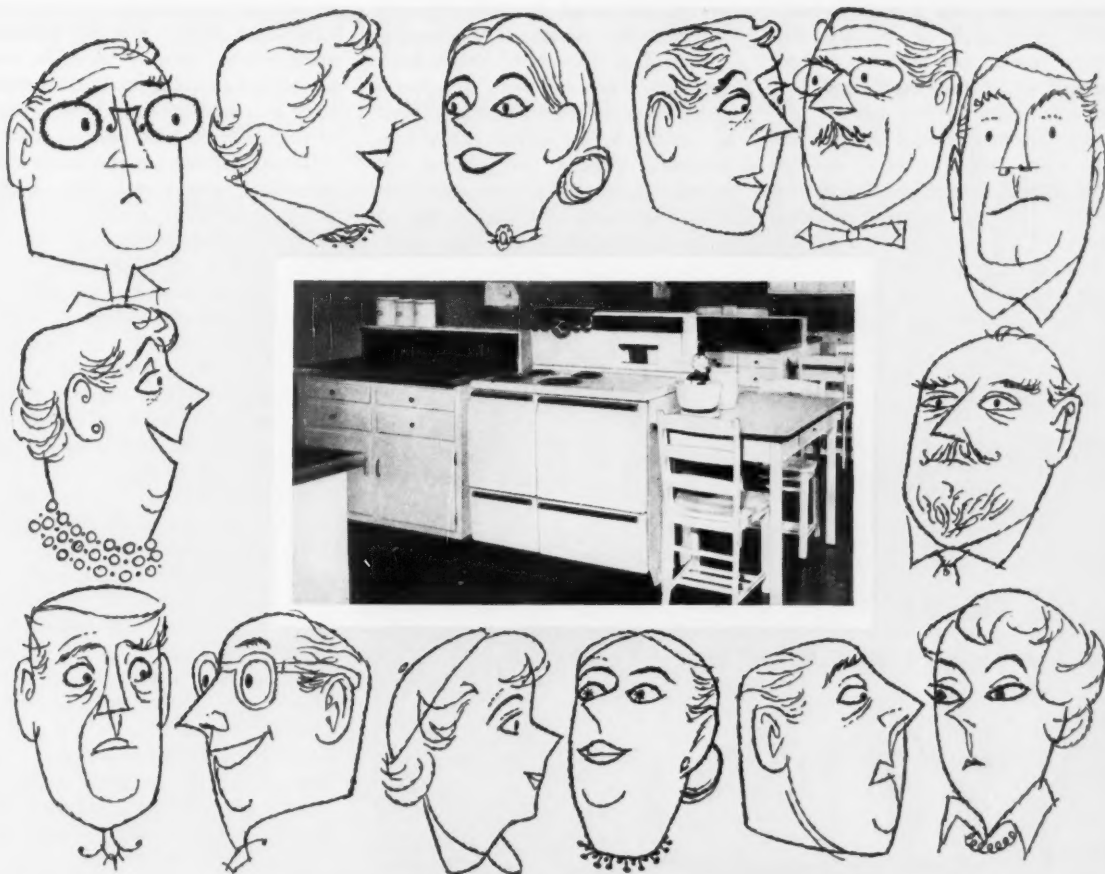
indifference to public affairs, obsolescence of school codes and regulations, decentralized control, and diversity of control within the school districts. Implicit is the plea for better trained and qualified school business officials.

The emphasis in this text is on a better environment for business management, not on a well formulated college program for the training of business managers. It would seem that, in this instance, the book overlooks an opportunity for suggesting an important method of obtaining better trained business officials. A quality college training program specifically for school business managers might well have been suggested.

References are made to several studies of the professional status and qualifications of the public school business official (p. 28), but the book inadvertently overlooks the only recent nationwide study of this problem, presented in *The NATION'S SCHOOLS* for October 1954 in my article, "Actual Training Versus Idealistic Qualifications for the Business Manager." This article was based on my doctoral thesis at Northwestern University.

Another recent study pertinent to the content of the book, but not mentioned, is the doctoral dissertation by Charles W. Foster, the newly appointed executive secretary of the Association of School Business Officials of the United States and Canada. Dr. Foster's dissertation, completed at Northwestern University in May 1954, was titled "Business Management Techniques and Procedures Currently Practiced in Selected Public Schools in the State of Illinois."

Also the authors might have mentioned the opportunities for school business management apprenticeships or on-the-job training opportunities for college students studying school business administration. A program similar to that offered to prospective teachers who take "practice teaching" might also have been mentioned as a



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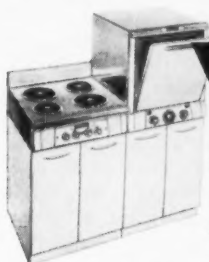
But whoever makes the decisions, there is a potent factor to be considered—the American homemaker. She, the parent of your students who are tomorrow's homemakers, has shown her preference for a better way of life with less time spent at household chores.

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It is pointed out that the trained, qualified school business official is a rare commodity in this country. Although they need trained business officials, many school systems are too small to be able to obtain the services of such men. For example, approximately 70 per cent of the school districts in the country contain only about 5 per cent of the pupils. These school districts all have an average daily attendance of less than 100. Clearly these districts could not afford the

services of trained business administrators under existing circumstances.

Individual chapters of this volume are each concerned with a separate phase of school business management as outlined by the various author contributors. Among the subjects are school office management, personnel administration, finance, the school budget, financial accounting, auditing payroll administration, purchasing, supply management, school insurance, debt service and capital fund management, school plant operation and maintenance, school plant planning, food

service, school transportation, and some legal aspects of school business management. Each of these chapters has enough potential material for treatment in a separate text. Indeed, some of them already have been so treated.

These chapters are concerned with up-to-date practice and trends in the various phases of business management. They imply a dynamic approach rather than a situation that is static. For example, under finance is an aggressive type of definition of the responsibilities of the school accounting officer. In addition to the usual duties of collection, custody, protection and expenditure of funds are such activities as improving the revenue institution, finding new or increased sources of funds, and obtaining increased returns for money spent. Also stated are major trends in school revenues: abandonment or decline in importance of nontax sources of revenues, the attempts to rehabilitate local property tax support and develop new sources of local revenue, the continued increase in proportion of revenues provided from state taxes, the replacement of earmarked state school taxes with state aid programs requiring varying appropriations, and more emphasis upon reducing federal taxes than seeking increased federal aid for schools.

Throughout the text, references are made to materials published by the Association of School Business Officials of the United States and Canada. It is evident that this professional organization is becoming a greater influence in the upgrading of school business management.

PRACTICAL BOOK

The book should prove useful as a text for college courses or for a reference book for the practicing business manager or other school administrative officers. It is practical enough that the cafeteria manager, the school business supervisor, the supervisor of buildings and grounds, the head custodian, and others may profitably peruse it.

However, its greatest value is that it is an overview of the entire field of business management. It does not have a lengthy discourse on any particular business management subject but gives a broad outline of the field. It would not, for example, be used as a textbook for a course in school accounting, nor is it apparently intended to be so used.



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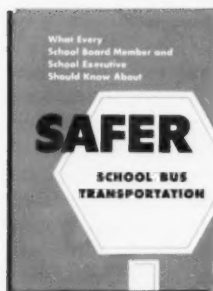
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Planning School Facilities to Meet Community's Needs

Book Review by ROBERT HOPPER

Head, Department of Administrative and Educational Services
College of Education, Michigan State University

THE PROCESSES OF PLANNING SCHOOL PLANTS. By John W. Herrick, Ralph D. McLeary, Wilford F. Clapp, and Walter F. Bogner. New York: Henry Holt and Co. Pp. 544.

SCHOOL facilities should be planned to serve the particular programs desired and needed by a community. Such is the compelling idea which pervades this book. It has been written especially for members of boards of education, school superintendents and other school personnel, architects, school plant planners, and citizens who are involved in planning educational plants. In addition, it can

be of particular value to students of school building planning, and in general to all students in educational administration.

The book is divided into two parts: The first part consists of 10 chapters on the processes involved in planning school plants; the second part consists of 13 chapters dealing with the school plant and its features. A detailed index, including more than 500 items, is provided, which helps to make this book an excellent reference volume.

It is essential that school plant expansion and modernization programs be based upon sound educational plan-

ning. Ample time must be allowed for planning to ensure appropriate spaces and furnishings to serve the educational program. From a broad background of experience, the authors develop the rôle of the building survey and the characteristics of a good survey. If the survey is to be of optimum value, a variety of specialists must be involved. Those to be included, in addition to the architect and school staff, are educational consultants, engineers, geologists, realtors and community planners. The superintendent of schools serves as the coordinator for all specialists and citizen groups involved in the planning process. The board of education serves as the legislative and policy making body.

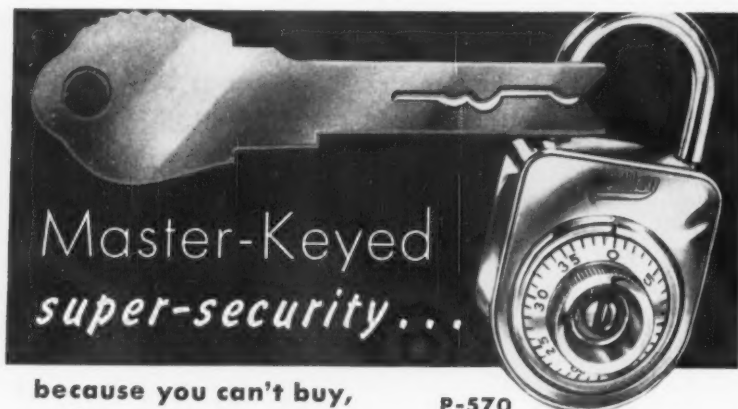
EDUCATIONAL SURVEYS

The following are presented as the major components of the educational survey. First, the survey establishes the needs of the district in respect to the nature of the educational program desired and the number of children to be served in the future. Second, it determines the community's resources, such as present school plant facilities, anticipated financial resources in terms of money and credit, and available sites. Third, the survey is concerned with formulating recommendations and outlining procedures to implement these recommendations. An analysis is made concerning each of these steps. Also the authors suggest specific aids for conducting a survey in a community.

EDUCATIONAL PLANNING

Throughout the volume reference is made to designing facilities to serve educational activities. Although a school building may merit high praise for its esthetic qualities, its economy of construction cost, and easy maintenance, the facilities may be totally inadequate in relation to the desired and needed educational program. Good educational planning is defined as those activities which follow the survey and identify facilities and characteristics for a proposed educational program. This educational planning for a specific building includes consideration and promotion of economy, good architectural design, continuous study and consultation throughout the survey and construction stages, good use of the new buildings, and technically sound procedures.

Educational planning continues from the development of educational



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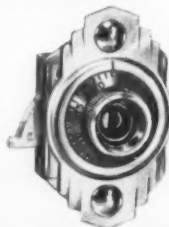
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Los Angeles Study indicates Aetna Drivotrainer makes possible . . .

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In comparison with "car-only" method, Drivotrainer cuts costs — proves superior in developing good driving attitudes—and provides a safe method of training to meet emergencies

High costs and lack of available teachers — these pose an increasingly serious problem to educators considering expanded programs of driver training.

Now, a controlled research study by the Los Angeles City School Safety Section indicates that the Aetna Drivotrainer reduces costs as much as \$11.65 per pupil.

Two comparable groups of high school students were used in the study. Briefly, here are the major findings:

1 The Aetna Drivotrainer cuts on-the-road training time 50%

Students in the Drivotrainer group received only three hours of on-the-road instruction as against six hours for the control students. Yet, the two groups showed practically the same progress in driving skill and knowledge.

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By conventional, car-only methods, 4 teachers in Los Angeles could instruct 560 students per year. With a 15-place Drivotrainer, these same 4 teachers could train 840 students—a gain of 50%.

3 The Aetna Drivotrainer produces significant improvement in good attitudes

Drivotrainer students showed definitely greater progress than control students in developing good driving attitudes, as measured by the *Siebrecht Attitude Scale*.

4 The Aetna Drivotrainer safely provides experience in meeting driving emergencies

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specifications, through the design of the completed building, to the in-service preparation of all school personnel to be housed.

SCHOOL PLANT FACILITIES

The second part of this book deals with the features of the school plant. Descriptions are given of a variety of school plants which have features contributing to good site use, classrooms, large group spaces, and service area planning. For each area an analysis is made of the characteristics of programs to be housed. From such characteristics, plant considerations are developed. Examples of program needs are shown in the following excerpts:

"One cannot erect a school building unless there is land upon which it can be placed. . . . Whatever merit there may be to the other principles of site development which have been discussed, the fact remains that the whole purpose of having a site is to provide suitable facilities for conducting the program of the school."

"The basic element in every school building is the space where learning activities are carried out. . . . The majority of learning spaces, however, are classrooms in which the boys and girls spend the greatest proportion of their time."

"The purpose of this chapter is to discuss problems and issues in the educational planning of special classrooms and to point out the features which are peculiar to each type of special room."

"In any school building having more than one classroom, it is desirable that there be a place where pupils can be assembled in larger groups for various purposes. . . . Facilities may vary from small assembly halls with a simple stage accommodation to large auditoriums having most or all of the features of a large theater."

"In the all-round education of the child it is necessary to provide instruction relating to the physical aspects of living as well as the intellectual. . . . Conflicting points of view and the high public interest in many aspects of the physical education program, particularly in inter-scholastic athletics, make it especially important that those who plan facilities for physical education give thorough consideration to the purposes to be achieved and to the activities which they require."

"The modern school building contains many facilities with instructional

special faculty meeting

thermostat broken in 304

need substitute teacher next hour

Mary Jones' leg injured

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IN
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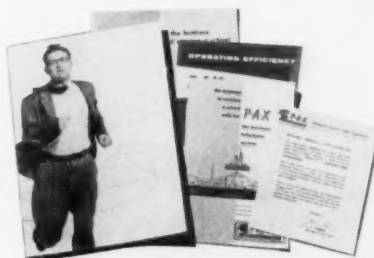
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values in addition to those spaces described in previous chapters. This chapter will consider the library, study facilities, instructional aid facilities, conference rooms, space for the activities of student organizations, and accommodations for student social activities."

PROGRAM PLANNING

The quality of educational facilities in this period is limited only by the ability of planners to project and interpret educational programs. Throughout the volume the program

base is sought. The trends in program development in the elementary school are reviewed with particular clarity. Since secondary school programs are still developing, a number of trends which are currently observable are discussed.

The secondary school, Grades 7 through 12 in this book, has had a mixed history. The junior high school, or lower third of this program, continues to lean strongly toward terminal learnings, a carryover from those earlier years when only a small per cent of pupils went on to high school.

Historically, the primary purpose of the American high school was to prepare students for college. As a result of the influx of large numbers of students, not college bound, the purpose(s) of the secondary school began to change. Trends in several directions began to emerge. Various types of handwork or manual training were introduced which called for spaces other than the standard classroom. Other work of a similar practical nature, including bookkeeping and courses intended to prepare students for business vocations, was introduced.

Similarly, additional elective courses, for students who did not plan to go to college or who had no interest in practical arts or business education, were introduced. Such elective subjects often called for additional new kinds of spaces within the secondary school plant. Hence, our present secondary school program is a continuation of its historical origin plus the incorporation of a number of new, rather disjointed and unrelated programs which receive various degrees of emphasis from different groups of educators. The authors sum it up this way:

"The present program is truly an aggregate whose parts have historical justification in earnest endeavors to meet the needs of pupils. For many these needs are relatively well met; for others there are serious gaps in the learning program—a fact which is well recognized by educators."

NO SPECIFIC SOLUTIONS

No attempt is made to present specific solutions for those involved in school plant planning. Rather this text offers a variety of choices to illustrate some possibilities. Summing up this point of view, the authors make their position crystal clear in the preface when they say:

"The current school housing problems cannot be solved by boards of education, or superintendents of schools, or architects, or school plant planners alone. There are no magic fountains from which will flow the needed foresight and ingenuity, let alone the money, to do the job that is required. Effective solution of the problem requires clear understanding and intelligent participation by laymen, architects and professional educators alike—by teachers and custodians and school cooks and the man-in-the-street, as well as by superintendents of schools and members of boards of education."

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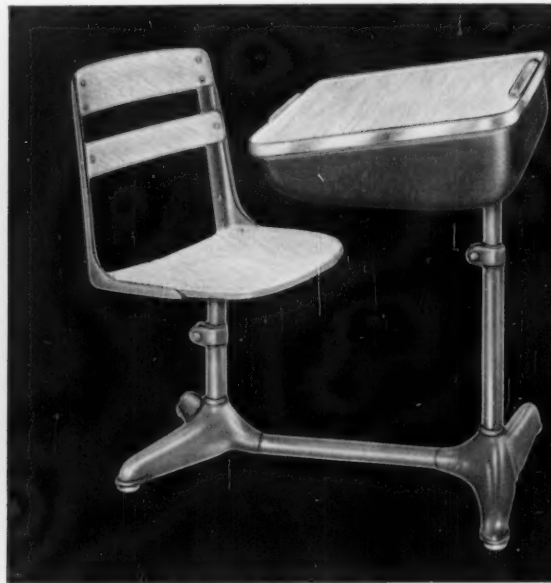
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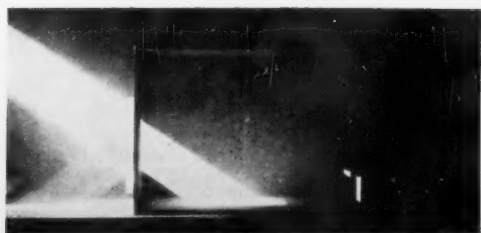
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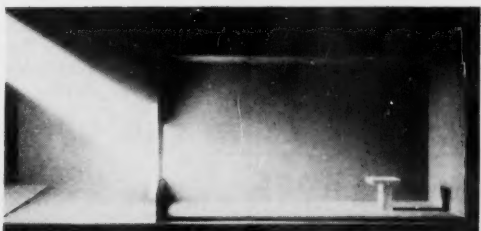
Litho in U.S.A.



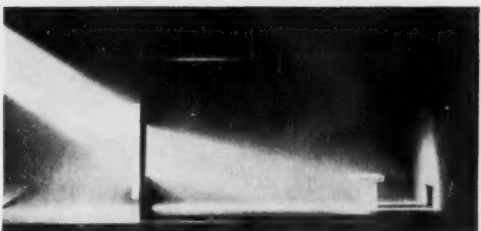
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By EDGAR FULLER

Segregation tests deferred

► The House passed the 1957 appropriations for the Department of Health, Education and Welfare on March 5. The expected first tests on the Powell "anti-segregation" amendment failed to materialize.

Representative Powell's amendment would require denial of funds where unconstitutional segregation exists in schools, colleges or other agencies which might otherwise receive the federal funds authorized. Its practical weakness is that it makes sweeping legislative assumptions that any segregation is unconstitutional anywhere at any time. The Supreme Court, of course, has said only that segregation in schools will gradually become fully unconstitutional over a period of time, that the length of time will depend on local circumstances, and that these circumstances will be determined by local authorities and the lower federal courts.

Whenever the Powell amendment becomes a real issue in congressional debate, the terrific impact of the Supreme Court decision on the national government, as well as on the states and on education, will be clearly apparent. Shall land-grant funds go only to colleges and universities willing to enroll Negroes? Shall vocational education funds be withheld from public high schools if desegregation is deemed to be lacking the "deliberate speed" toward integration which the Supreme Court has said is necessary under the Constitution? Will federal financial coercion to desegregate be applied in distributing funds for vocational rehabilitation, for maintenance and operation of schools in defense areas, for cooperative research, and for construction of schools in defense areas under Public Law 815?

Representative Powell did not raise these issues as the 1957 appropriations bill passed the House. So far, the amendment is merely a threat—a threat,

however, sufficient to keep the Kelley school construction bill off the House floor.

Beginning of a policy

► Congressional action must eventually set a general policy on federal grants for education. Passage of the appropriations for education on March 5 without reference to segregation made a beginning on the development of a policy. There may also be helpful tests soon on funds for hospital construction, welfare payments to states, and several categories of appropriations to the U.S. Public Health Service which eventually find their way to state or local departments of health or to institutions engaged in research on health problems. Public Law 815, which expires next June and which is scheduled for extension, involves the same issues about segregation that are involved in the Kelley bill. If Congress has a policy before then, the Kelley bill and extension of Public Law 815 could both be passed in accordance with that policy.

Representative Powell has said he would make an effort to attach his amendment to every appropriation under old laws and to every new law which authorizes funds for areas where illegal segregation is practiced. His failure to do so when funds were voted for several categories of federal grants to education may indicate a lessening determination in this direction.

On the occasion of a recent New York television appearance with me he said public housing, highways and even the new farm support bill will be fair game for his amendment. Handsome, brilliant and with the fluency that has made him the highly successful minister of perhaps the largest church in New York City, Representative Powell said he would like to add his amendment to the farm bill in the House of Representatives and so force Southern senators to filibuster against

payments to Southern cotton, peanuts and rice growers. This may appear to be farfetched at present, but it indicates the lengths to which the National Association for Advancement of Colored People is ready to go to force integration.

Racial tension increasing

► Segregationists have accepted the challenge, and racial tension is increasing. Both races are suffering, but Negroes are suffering more. Lawsuits, economic pressure, and legislation directed against the N.A.A.C.P. and its members make it clear that several states are determined to drive the N.A.A.C.P. and its representatives outside their borders. Thus extremism by minorities on both sides appears to rule, and the more moderate majorities of both races are left few grounds upon which to deal with the most serious domestic crisis of this century. *Education is temporarily caught in the middle of a social revolution which needs better education to solve it.*

The problem is national in scope, even though it is at present most critical in the South. Whatever actions may be taken by the legislative and executive branches of the federal government during the next several years will be important factors in determining the practical effects of the decision of the federal judiciary. Some outlines of the probable position of these divisions of the federal governments are somewhat clearer than they were a few weeks ago.

Administrative action

► Administration lawyers have made clear their opinion that no administrative discretion can legally be exercised in withholding federal funds for failure to desegregate, provided there is no specific mandate from Congress. Should Congress remain legislatively silent, the position of the Administra-

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tion is that the methods of enforcement prescribed by the Supreme Court are the sole legal methods for enforcing desegregation. Any foreseeable national administration of either political party would probably agree with the present Administration unless Congress acts.

Should Congress express its legislative will by voting down the Powell amendment, the judicially prescribed remedies would undoubtedly remain the only remedies carrying the force of law, and neither national legislation nor national executive action would attempt to supplement the methods of enforcement laid down by the Supreme Court. The classic doctrine of checks and balances among the executive, legislative and judicial departments of the government would be in full operation to moderate the segregation decision of the Supreme Court.

Some milder forms of administrative action to stimulate integration in special situations are probably inevitable, but they fall far short of the punitive character associated with the withholding of large federal funds appropriated for use in the states. For instance, the National Science Foundation follows the general policy of the Administration in making grants for research projects to both segregated and unsegregated institutions. Nevertheless, in selecting institutions to conduct special sessions such as those for the training of scientists or science teachers under what are called "education" grants, the Foundation exercises enough administrative discretion to locate all such activities in colleges or universities where Negroes are eligible to attend. These administrative decisions appear to conflict with the general policies of the Administration.

Legislative moderation

► A suggestion of great merit that may catch on as the moderates gain the upper hand in Congress has been made by Representative Stewart L. Udall of Arizona. In connection with grants for school construction, he opposes the Powell amendment because he believes it will defeat the Kelley school construction bill without advancing the purposes of the Supreme Court. Instead, he would have the federal government take a positive and helpful attitude based on the premise that the Supreme Court's decision is a federal impact on education for which there should be some federal responsibility. Of the fact of impact, there can be no doubt.

(Cont. on Page 134)



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Tops in daily operating economy—Ford's '56 Short Stroke engines develop up to 26% more power. Pistons travel shorter distance at slower speeds—*less power waste, less wear, greater gas savings*. 5 proven Short Stroke engines, from the 133-h.p. Six to the mighty 175-h.p. V-8. (4 wheelbase lengths with capacities up to 66 passengers.)

Steering gear safety
—for max. load and speed, exceeds N.E.A. standards.

Strong front bumper—can withstand enough shock without permanent distortion to meet N.E.A. standards.

Long-life springs—stationary eyes of front springs protected by wrapper, meet N.E.A. standards.

High front axle rating—for safe support of maximum load, exceeds N.E.A. standards.

Double-action front shock absorbers—exceed N.E.A. standards.

Big fuel capacity
—fuel tank has minimum 30 gallon capacity, meets N.E.A. standards.

High-capacity rear axle
—full-floating type rear axle exceeds N.E.A. standards.

Full-load power—climbs 3% grade at more than 20 m.p.h., exceeds N.E.A. standards.

Fuel safety—flexible fuel and oil-proof connections at engine meet N.E.A. standards.

Non-whip drive shaft
—metal guard protects each section, meets N.E.A. standards.

Cushioned ride—wide-span progressive rear springs exceed N.E.A. standards.

Tire dependability—front and rear tires are of same size and ply rating to meet N.E.A. standards.

Quick braking—to stop vehicle within 22 feet at 20 m.p.h., exceeds N.E.A. standards.

Powerful braking power
—1,000 cu. in. capacity brake vacuum reservoir meets N.E.A. standards.

Write today: Ford Division of Ford Motor Company, P.O. Box B-3, Dearborn, Michigan, or see your dealer.

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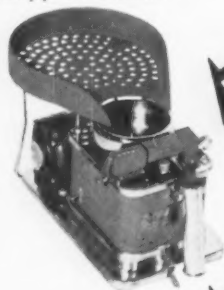


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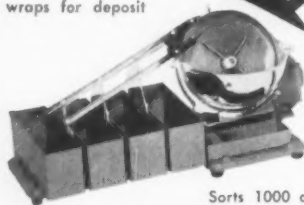
Is Her Time Being Wasted?



Is the tedious job of sorting and counting lunchroom receipts assigned to a teacher in your school? Is she late starting her afternoon classes. The same job can be done in a matter of minutes and more accurately by Klopp machines.



Counts 2,000 coins
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wraps for deposit



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Please send booklet: "Can we help you conserve the time of your staff?" also prices on Klopp Machines.

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Since 1950, the federal government has spent more than \$800 million under P.L. 815 to construct public elementary and secondary school facilities in the "federally impacted" defense areas, and the analogy is obvious. Representative Udall would amend P.L. 815 to provide up to perhaps \$75 million annually to pay for construction of schools in districts requiring new facilities in order to implement their programs of desegregation. Right now no extremists are willing to listen to this sort of reasonableness, but the time could come when many of them will. The discriminatory force of the Powell amendment lacks the affirmative spirit of the Udall proposal.

U.S.O.E. budget cut

► The House of Representatives has dealt a serious blow to planned increases in the field and statistical services and research of the U.S. Office of Education by reducing a \$6 million request for fiscal 1957 to \$4.5 million.

The House earmarked \$675,000 for a research project on education of mentally retarded children and \$550,000 for administration of vocational education. The special research project is new in the budget, and the earmarked vocational education funds are an increase of \$70,000 over the present amount for this purpose.

The \$4.5 million voted is an increase of \$1.45 million over the \$3.05 million appropriation for the Office of Education for the current year. With the reduction of \$1.5 million from his requests and the new earmarking of \$745,000 of the increase granted, however, the commissioner would have only \$705,000 for strengthening the major portions of the Office of Education. School people throughout the country have a real interest in how these funds are to be allocated. There are differences of opinion about priorities. If no increased appropriation is forced by the Senate, the commissioner will have some difficult choices to make.

Shall these limited funds go for additional research projects? For restoration of field services to state and local school systems and colleges, for which the commissioner requested an increase of \$295,150? For strengthening the statistical services which are pitifully inadequate and which accounted for another \$315,845 of the requested increase? My guess is that the statistical services and consultative services to state and local school systems and col-

leges would receive most of the \$705,000 if school people who understand the situation could have their way. These are the parts of the Office of Education that have been most seriously neglected in recent years.

Back in 1949 a major portion of the \$1.9 million appropriated for salaries and expenses for 312 positions in the Office of Education was reflected in consultative field services to schools and colleges. In 1956, 433 positions are authorized but 146 of them are absorbed in administration of the federal assistance laws (P.L. 815 and 874). Other functions have also been added, so that the 172 positions authorized for services to schools and colleges, which include 61 for vocational education, provide less consultative service than was available to schools and colleges in 1949.

The appropriation request for \$6 million for the fiscal year 1957 would have authorized an increase in professional and clerical positions from 433 to 583. When a recommended decrease of 16 positions for administration of the federal assistance laws was taken into consideration, a total of 166 additional positions was recommended for next year. Of these, however, only 26 were proposed for improvement of consultative services to school systems and colleges. Research would have gained 112, of which 50 would have been assigned to statistical reporting, 12 to library services, and 48 to new research projects. The \$1.5 million cut and the imbalance created by the earmarking of \$745,000 of the \$1.45 million increase make few of these improvements possible.

Even if all the contemplated new research projects are abandoned except the one per project for which the House approved funds, the major services of the U.S. Office of Education are condemned to inadequacy for the coming year unless the Senate restores the cuts and prevails in the final legislation.

Of all the agencies of the federal government, perhaps none has been kicked around more irrationally by the Congress over the years. The House appropriations for next year do not make sense in terms of the needs of education. It may be time for citizens and professional people concerned about education to take a firmer hand, insisting that the U.S. Office of Education be given a fair chance to serve schools and colleges as it should.

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HIGH SCHOOL



FOURTH GRADE



FIRST GRADE

make the grade in
Every Grade!

These photographs were actually taken in washrooms of elementary and high schools where Mosinee Turn-Towls are in daily use. Once they are shown how to use it, first graders operate the Turn-Towl dispenser as easily as high school students. Turn-Towl service provides advantages for everyone affected by towel service in schools.

1. PUPILS AND TEACHERS enjoy the use of the finest quality towels available — Mosinee Turn-Towls.
2. MAINTENANCE PEOPLE like Turn-Towl service because towel consumption is cut an average of 50% . . . means less litter, less servicing of dispensers.
3. TAX-PAYERS benefit because Turn-Towl dispensers provide a low cost of towel service due to controlled dispensing.

Write for name of nearest distributor



NEWS IN REVIEW

Says Colleges to Face Severe Staff Shortages

WASHINGTON, D.C.—How to get and keep qualified faculties will be the biggest headache of colleges and universities in the next decade, according to a recent report of the National Education Association.

The problem is already severe. Almost 40 per cent of 673 colleges surveyed reported staff vacancies which had remained unfilled for the last two years. Shortages are most acute in the fields of chemistry, physics, engineering, mathematics and education. While trying to provide for rapidly increasing enrollments, the colleges face another problem: Almost one-fifth of their present faculty members will reach retirement age in the next 10 years.

Present faculties are not so well qualified as those in the past, the report reveals. Only two in five faculty members now employed hold doctor's degrees and 10 per cent have not yet earned master's degrees. One-half of the new teachers employed during the last two years came from sources other than graduate schools, the report indicated. Figures showed that colleges are drawing substantially from high school staffs.

Finis E. Engleman Appointed Executive Secretary of A.A.S.A.

WASHINGTON, D.C.—Finis E. Engleman, Connecticut state commissioner of education, has been appointed executive secretary of the American Association of School Administrators, effective about September 15. He will succeed Worth McClure, whose retirement was announced several months ago.

Starting as a rural school teacher in his native Missouri, Dr. Engleman has served as a teacher in elementary and secondary schools and colleges, elementary and high school principal, superintendent, college president, and state commissioner of education. Recently he served as vice chairman of the White House Conference on Education.

In 1951 he was a United States delegate to the 14th International Conference on Public Education at Geneva, Switzerland. He also has served as a



Finis E. Engleman

consultant to the Army War College; president of the Council of Chief State School Officers; chairman of the National Commission on Teacher Education and Professional Standards of the N.E.A.; president of the National Aviation Education Council, and a member of the development committee for the A.A.S.A. Cooperative Program in Educational Administration.

Dr. Engleman was born Aug. 19, 1895, at Dunnegan, Mo. He received his B.S. degree from Southwest Missouri State College in 1920; an A.M. degree from the University of Missouri in 1925, and a Ph.D. degree from Yale in 1934.

Anti-Segregation Ruling Applies to Higher Education

WASHINGTON, D.C.—Racial segregation is unconstitutional in tax supported colleges and universities, as well as lower schools, the U.S. Supreme Court ruled in March.

Denying a petition from the state of North Carolina to reverse the decision of a lower federal court, the court held that its historic nonsegregation ruling applied with equal force on the university level.

In compliance with the lower court order, North Carolina had admitted three Negro students to its university at Chapel Hill last fall, without incident. The decision was appealed on the grounds that in the past separate but equal facilities met the constitutional requirement for "equal rights."

Emphasizes Importance of Economic Education Today

CHICAGO. — Opening the United Business Education Association's annual meeting here in February, Galen Jones told delegates that adequate economic education is a necessity for everyone in today's increasingly complex economy.

Dr. Jones, director of the Council for Advancement of Secondary Education, Washington, D.C., said that with few exceptions American schools do not yet give their pupils the economic understandings necessary for wise participation in the economy.

Schools must fully utilize their community resources, provide programs of inservice training for teachers, and make available good classroom materials for economic education, he said.

Childhood Education Group to Hold Study Conference

WASHINGTON, D.C. — "Exploring Resources for Work With Children" will be the theme of the Association for Childhood Education International's 1956 study conference here, April 1 to 6.

The conferees will participate in "exploration sections" dealing with various phases of childhood education. During the conference period, lectures, discussions and trips to various agencies will be a part of each section's activities. Purpose of the conference will be to help participants acquire a working knowledge of resources which will enrich their work with children.

Civilian Defense Projects Continued in Three States

WASHINGTON, D.C. — California, Connecticut and Michigan have contracted with the U.S. Office of Education to continue pilot centers of civilian defense education established in the states last year.

Basic technical materials are supplied to the centers by the U.S. Office. The states test and evaluate the materials through classroom use.

The materials developed this year in the pilot centers will be published for use in schools throughout the country, it was reported.

Rolling Metal Doors

Provide Removable Dividing Wall in School Gymnasium!

The six aluminum rolling doors illustrated here, which form a dividing wall in a school gymnasium, are electrically controlled by push-buttons on a single panel. When the doors are fully opened, the mullions between doors on the main floor are moved out of the way by means of an overhead track and nested at either side, leaving the entire gymnasium floor clear.



Rolling Metal Doors with movable mullions prove to be ideal for a removable dividing wall in the gymnasium of a modern high school. In this particular installation, four power operated rolling doors are employed in the main floor area . . . two more power operated rolling doors are employed to divide the balcony on either side of the gymnasium floor, thus dividing the gymnasium into two entirely separate parts—which is desirable on many occasions in present-day usage. All visible parts of the six rolling doors, were manufactured in aluminum. Similar installations can be made in stainless steel, or in enamel coated galvanized steel which may be painted after erection to harmonize with a general decorative scheme. For high quality Rolling Metal Doors, and Underwriters' Labeled Rolling Steel Fire Doors and window Shutters, see Mahon's Insert in Sweet's Files, or write for Catalog G-56. Inquiries relative to special purpose doors, and installations such as the one illustrated here, should be addressed to the home office in Detroit for prompt attention.

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ROLLING STEEL DOORS, SHUTTERS AND GRILLES TO MEET EVERY REQUIREMENT

Interior view of Gymnasium in the new Birmingham High School, Birmingham, Michigan. Swanson Associates, Bloomfield Hills, Michigan, Architects. Cunningham-Limp Company, Detroit, Michigan, General Contractors.

MAHON

NEWS

William A. Shannon Named N.S.B.A. Secretary

CHICAGO. — William A. Shannon will take office July 1 as executive secretary of the National School Boards Association. He will succeed Edward M. Tuttle, a pioneer in building up the national organization and executive secretary since 1949, who announced his retirement recently.

Headquarters for the N.S.B.A. will remain in Chicago.

Mr. Shannon has been superintendent of schools at Morristown, Tenn., since 1953. From April to December last year he was on leave of absence to serve as field representative in 10 southeastern states for the White House Conference on Education.

Previously he was with the Tennessee department of education (1949 to 1953), superintendent of Robertson County schools, Springfield, Tenn. (1946 to 1949), and a principal and teacher in Cedar Hill, Tenn. (1933 to 1946).

He is currently a council adviser for the board of managers of the Tennessee Congress of Parents and Teachers.

During the years that he was with the state department, he also served as editor of the *Tennessee School Board Journal*.

Mr. Shannon is a native of Greenbrier, Tenn., where he also received his elementary and high school education. His B.S. degree is from Middle Tennessee State College and his master's degree from George Peabody College for Teachers.

Questions Use of Scientists as Public School Teachers

WASHINGTON, D.C.—Scientists on a lend-lease basis from industry may not be the answer to the science teacher shortage, according to one educator. Robert H. Carleton, executive secretary of the National Science Teachers Association, has termed recent proposals along this line "ill advised."

In a recent statement, Mr. Carleton specifically referred to the plan suggested last month by David Sarnoff, chairman of the board, Radio Corporation of America. Mr. Sarnoff proposed releasing a number of scientists from industry to teach for at least a year in local schools.

Mr. Carleton pointed out that N.S.T.A. would be ready to give seri-



William A. Shannon

ous study to Mr. Sarnoff's proposal, because the critical need for science teachers demands careful consideration of any possibly helpful idea.

However, he posed the following questions: Would the location and availability of scientists match the need in particular areas? If industry's need for scientists is critical, how would it be possible to release scientists for teaching without interrupting research and development projects? How many scientists are qualified to step into teaching positions for a year?

Mr. Carleton pointed out the concept of education in a democracy could not be reduced simply to the teaching of biology, chemistry or physics.

Rôle of Editors, Educators Discussed at Conference

NEW YORK.—Editors and educators gave serious consideration to "America's Stake in a Literate Society" at their third national conference here in February.

Opening the two-day session, Harold E. Stassen, special assistant to the President, indicated that the stakes were high. He pointed out that America faces a long competitive race with the Soviet Union in all areas of life. "An accurate and sound appraisal of the Soviet Union by the American people is very important in the process," he said. Editors and educators will play a key rôle in determining how wisely America will proceed in building for a just and durable peace.

America's heavy responsibility for policy decisions was also emphasized by Lester Markel, Sunday editor of the *New York Times*. Informed, alert
(Continued on Page 142)

Associated Exhibitors of N.E.A. Elect New Officers



ATLANTIC CITY, N.J.—New officers of the Associated Exhibitors of the National Education Association assembled for this picture for *The NATION'S SCHOOLS* at the A.A.S.A. convention here in February. Seated, left to right, are: William E. Hillyard, Hillyard Chemical Co.; John R. Rowe, Encyclopaedia Britannica, Inc., vice president; Zephyrin A. Marsh, Minneapolis-Honeywell Regulator Co., president; Paul L. Crabtree, secretary-treasurer, and Lois M. Corbeil, A. B. Dick Co., immediate past president. Standing, left to right, are: R. C. Chapman, Mutschler Brothers Company, newly elected director; Wallace A. Moen, Bell & Howell Company; Jed Coppock, Charles W. Rice Co., and L. V. Hollweck, Radio Corporation of America, newly elected director.



Time Tested!



Still in daily use! The first Schieber installation, made in the Oliver Wendell Holmes School, Detroit, Michigan, in 1931. Architects: Malcomson, Higginbotham & Trout (now Malcomson, Fowler & Hammond, Inc., A.I.A.)



Recent Schieber installation in Palco Rural High School, Palco, Kansas: Room serves as lunch room, music room, general social activities room, for evening meetings of civic clubs, etc. Benedict & Hines, Architects, A.I.A.

The year 1956 marks Schieber's twenty-fifth anniversary of service to schools and we take pride in the contribution we have been privileged to make to better school design as the originators of folding table and bench equipment. It seems a proper occasion to acknowledge our indebtedness to the school administrators and architects whose aggressive thinking has made multiple-use-of-space a practical reality. Meanwhile, our engineering and development work goes on relentlessly.



In-wall



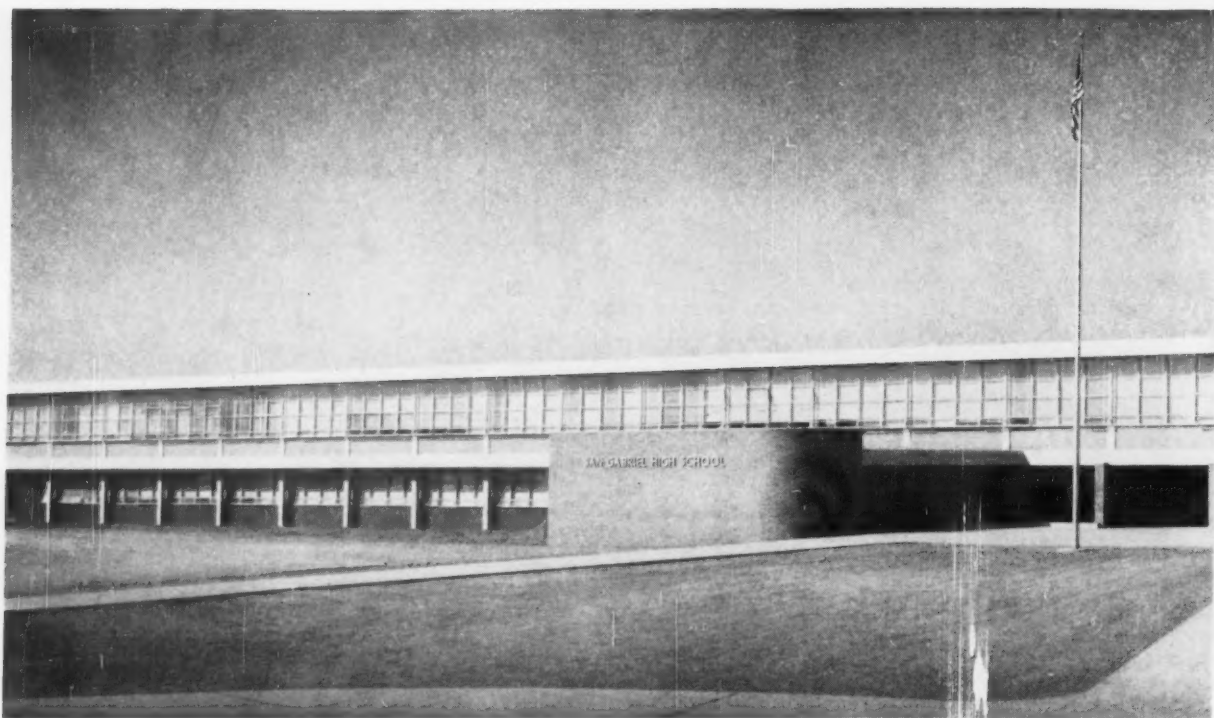
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*ACRES of Pittsburgh Glass
brighten this dramatic new school*



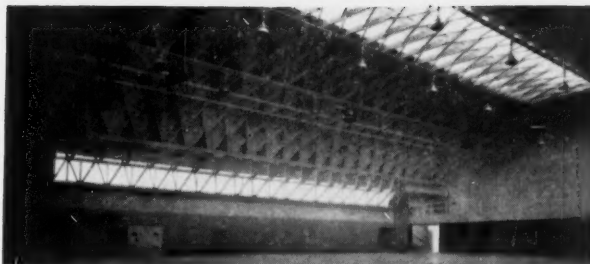
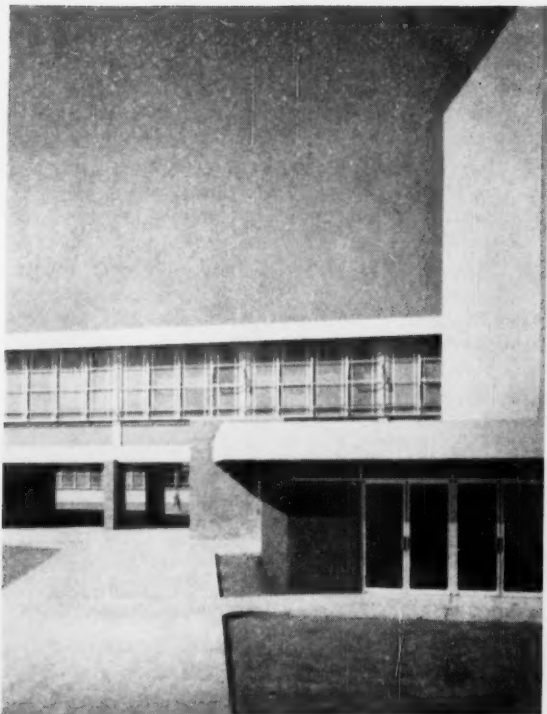
IT'S THE SAN GABRIEL HIGH SCHOOL, near the home of the famous San Gabriel Mission in California. The architectural theme was inspired by Plato: "Knowledge which is acquired by compulsion has no hold on the mind."

What an important place glass plays in this design concept! In the words of architects Smith, Powell & Morgridge, Los Angeles, the acres of Pittsburgh Plate Glass "create their own environment and seasonal displays." Most of the glass used to achieve this end was $\frac{3}{4}$ " Pittsburgh Polished Plate Glass and Pennvernon Window Glass.

There are some interesting design ideas here. "Borrowed light" is one. The upper part of partitions between classrooms and hallways is glazed, so that classroom light is diffused into the halls. Also, the area above the lockers (which are located outside, on balconies) is glazed to make use of *that* light, too.

See what the skillful use of glass can do to a school!

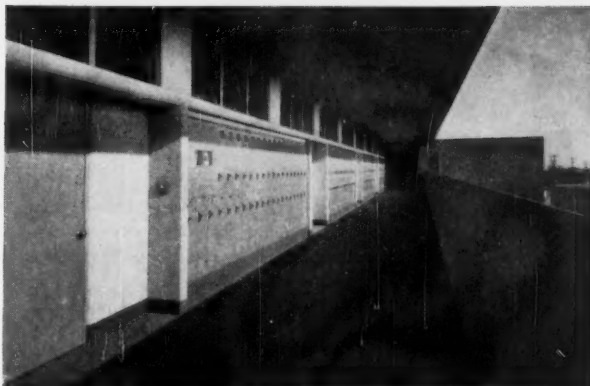
"Borrowed light." Classroom is behind wall at the left.



Gym. Clerestory windows get rid of the gloom.



Cafeteria. Plate glass doors roll back for outdoor eating.



Outside lockers. Notice glazing above them.

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NEWS

(Continued From Page 138)
public opinion is essential for this task, he said.

"The schools must supply to the citizens of the future the methods and the tools for thinking. The publishers must assume the task of extending and continuing education, of keeping adults . . . aware of current thought and contemporary events," he continued.

America's future demands trained leadership, said John Fischer, editor of

Harpers Magazine. If the country is failing to produce the right kind of leader, editors should share the blame with educators, he said. Americans do not get most of their information about public affairs from the schools but from newspapers and magazines, he pointed out.

Some 300 representatives of education, the magazine industry, and related organizations attended the two-day conference, which was sponsored by the National Education Association

and the Magazine Publishers Association.

Other speakers at the conference included Paul Witty, professor of education, Northwestern University; Ted Patrick, editor of *Holiday*; Frank Baxter, professor of English literature, University of Southern California, and William G. Carr, executive secretary, National Education Association.

Study How to Finance and Teach the Masses in College

CHICAGO.—A thousand presidents, deans and professors of colleges and universities spent three days here, March 5 to 7, attending the 11th annual National Conference on Higher Education. They heard William Benton and Beardsley Ruml and then hurried off to discussion groups to argue their sizable problems intimately.

For the press at least, the headliner was the "bear that walks with a slide rule." William Benton, encyclopedia publisher, former senator from Connecticut, and former vice president of the University of Chicago, was the man who introduced the bear. Mr. Benton visited Russia last fall and came home with some fearsome facts about the bear's educational prowess.

To protect our nation against the threat of Russian domination through mass production in higher education, Mr. Benton begged for: (1) 20,000 federal financed four-year scholarships now and 100,000 later, backed up with 20,000 more graduate fellowships; (2) state aid amounting to hundreds of millions of dollars to attract and keep uncommonly promising teachers; (3) far more than the Administration proposed \$200 million for new school buildings and classrooms, and (4) a six-day school week, a 10 month school year, and TV and film aid to teach students on a massive scale.

Alvin C. Eurich, director of the Ford Fund for the Advancement of Education, also contended that the idea of small classes is old-fashioned. Let's don't hire poor teachers to keep classes small, but find a faculty of the caliber of Mark Van Doren, Arnold Toynbee, Harold Urey, and Reinhold Niebuhr to teach large classes, he urged.

In rebuttal, Warner G. Rice, chairman of the English department at the University of Michigan, said:

"American education will consist of a professor at one end of the coaxial



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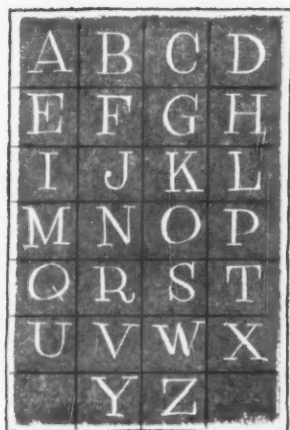
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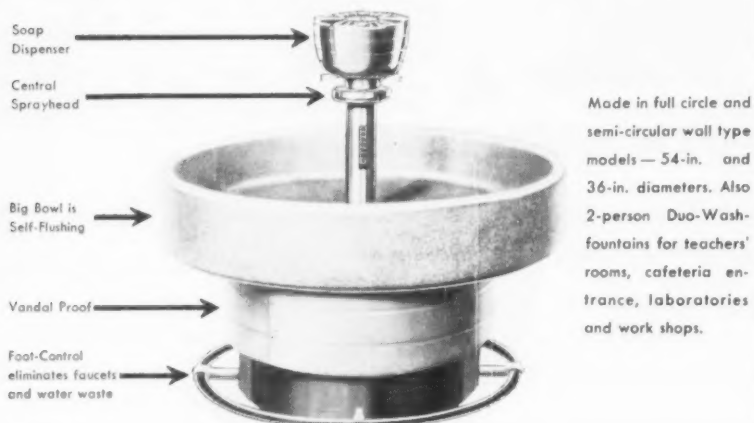
HERE IS A WAY TO CUT COSTS...

According to a recent nationwide survey by *Engineering News-Record*, greatly increased school facilities will be required for the next five years or more.



To get the new schools or added facilities—school authorities, school boards and architects realize the need for *keeping costs down*.

Use of Bradley Washfountains reduces washroom space yet provides adequate and ultra sanitary washing facilities. Washfountains require 25 per cent less space and reduce piping connections by 80 per cent. *One Bradley serves 8 to 10—3 piping connections instead of 30 required by 10 conventional wash basins.*



Note that there are *no faucets*—the *foot-control* prevents spread of polio or other contagious diseases by faucet contacts—and there is no water waste because when foot is removed, water supply is cut off *immediately*.

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NEWS

cable and 5000 students at the other end. This is an electrifying and even shocking idea. I believe the teacher must be close to the student."

Earl J. McGrath, president of the University of Kansas City and former U.S. commissioner of education, told the conference that industrial and commercial firms in large cities must be prepared to release staff members for duties every week to help meet the teaching shortage. These industry teachers should serve without pay, he maintained.

First School Law Seminar Held at Teachers College

NEW YORK. — An advanced seminar for professors teaching school law was recently held at Columbia University, under the sponsorship of the department of educational administration of Teachers College, Columbia University. The purposes of this seminar were to "analyze new developments in school law," "study the relationships of law to specific areas in education," and "develop better methods of teaching law to public personnel."

For one week, February 13 to 17, some 20 professors of school law, with the cooperation of consultants in the fields of school law, law, educational administration, and the teaching of law, met together and studied their problems intensively. While substantive law and applications of law to the field of school administration were carefully considered, the major interest of the group was centered in the field of teaching of school law.

This seminar was unique because it marked the first attempt to bring professors of school law together for the purpose of considering their common problems.—Reported by LEE O. GARBNER, professor of education, University of Pennsylvania, Philadelphia.

Accrediting Group Chooses Dr. Henry as President

CHICAGO.—David D. Henry, president of the University of Illinois, has been named president of the National Commission on Accrediting. Also elected at the commission's three-day meeting here recently were: vice president, Albert N. Jorgensen, president of the University of Connecticut, and secretary-treasurer, Martin D. Whitaker, president of Lehigh University, Bethlehem, Pa.

When Selecting Gymnasium Bleachers ... Consider the Custodian, too



Universal Roll-A-Ways* are Easier to Clean and Keep Clean

In addition to comfortable seating, ease of cleaning should be considered carefully when selecting gymnasium bleachers. Here's what W. R. Cordis, Superintendent, Princeville, Illinois, Community High School, has to say:

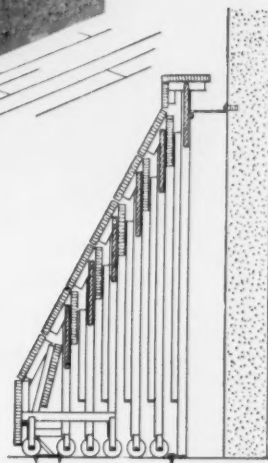
"When considering the purchase of folding bleachers, we made a tour to a number of schools to see installations of different makes. We decided on *Universal Roll-A-Ways* because of the easy operation plus the comfort and leg room which they provide... also the ease with which these stands may be cleaned following a game."

He found that both seat boards and foot boards

tilted sharply while the bleachers were being moved to closed position... dropping after-game debris to the open floor for easy sweeping. No other bleacher offered this important feature. Write today for free catalog.

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Above... cross-section of *Universal Roll-A-Way* in closed position. While unit is moving backward during closing operations, seat boards fold face out to form a sloping safety front and foot boards fold vertically... dropping all debris to the open floor for easy sweeping. Practically nothing is carried back under closed bleachers. Seat boards may be dusted quickly with large mop, as illustrated.

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NEWS

Legal, Legislative Actions Characterize Developments in Southern Schools Integration

The cross fire of legislative and judicial action over the Supreme Court's anti-segregation ruling for schools has continued unabated in recent weeks.

Most publicized of recent developments involved the readmission of Negro coed Autherine Lucy to the University of Alabama, following her temporary suspension for reasons of

safety, and then her expulsion. On February 29, Federal Judge Hobart Grooms ordered Miss Lucy readmitted to classes. At the hearing her attorneys dropped their earlier charges that the university authorities had conspired with mob action to prevent her attending classes. The next day the university expelled Miss Lucy because of the allegations of conspiracy, for

which her legal counsel could offer no supporting evidence.

In Louisiana, a three judge federal court ruled unconstitutional laws which the legislature had adopted in 1954 to preserve segregated schools. Shortly after the decision, U.S. District Judge J. Skelly Wright ordered New Orleans to desegregate its schools with "all deliberate speed." In a pastoral letter read in churches throughout the archdiocese of New Orleans, Archbishop Joseph Francis Rummel denounced segregation as "morally wrong and sinful" and stated he intends to integrate New Orleans parochial schools. Defying the archbishop's pronouncement, a group of Catholic lawmakers planned to appeal the federal court decision and said if the appeal failed they would devise new segregation laws, under which Catholic schools would be included.

The Georgia legislature approved a resolution declaring the Supreme Court's decision "null, void and of no effect." A similar resolution had been passed earlier by Alabama. The "nullification" resolutions state the intention of these states is to ignore the decision of the Supreme Court, on the grounds that they have never surrendered their power to regulate their own schools. Nullification differs from interposition in that it does not propose any sort of amendment to the federal Constitution of the U.S. to clarify this power of the states.

An interposition resolution adopted by Virginia's legislature calls for an amendment to the Constitution to decide a "question of contested power between the states and federal government." In its final form the resolution stated that "all powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states . . . or to the people." Virginia's Attorney General J. K. Lindsay Almond Jr. ruled that the interposition resolution passed by the general assembly does not have "the force and effect of law" and does not suspend the enforcement of the U.S. Supreme Court decision banning segregated schools.

For the first time, the federal government will intervene in a court case to support the Supreme Court's anti-segregation decision. The Justice Department will file a brief as a friend of the court in a case involving integrated schools in Hoxie, Ark. Pro-



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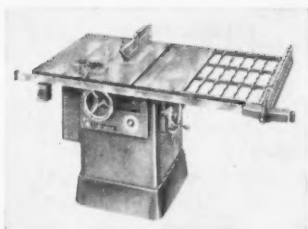
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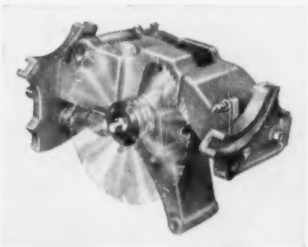
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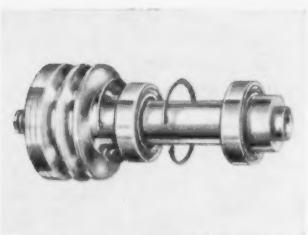
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NEWS

segregation groups in Hoxie are appealing an injunction issued last November by a federal judge which forbids threatening school officials, trespassing on school property, boycotting and picketing the schools.

A recent report of the Kentucky board of education revealed that 40 districts have desegregated "in some measure" or have "opened the way" for integration. By September, the report said, every district in the state will have adopted a desegregation plan or "started the process in one area of service or another."

Gov. Allan Shivers of Texas announced in March that he plans a nationwide drive promoting an interposition plank for the Democratic national convention. He said he hopes to hold the purpose of such a plank to broad principles of states' rights without particularly pinpointing the segregation issue.

Suits to force integration of schools in at least eight Southern states will be filed before June 1 by the National Association for the Advancement of Colored People, it was announced after a meeting of state presidents and legal counsel of the organization in February. States listed by the N.A.A.C.P. as having "deliberately set themselves up against the entire country" were Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina and Virginia.

Composer Says School Music Instruction Is "Deplorable"

TRENTON, N.J.—A composer recently described music instruction in the public schools as "deplorable." William Schuman, president of the Juilliard School of Music, said that teachers of music were "too concerned with methods of teaching rather than with music itself."

"For the most part," he contended, "they are prejudiced and do not have the feeling for music that characterizes the true musician."

Mr. Schuman asserted that children are not being given a broad enough concept of music. As proof he cited the small number of children who become concert-goers in later life.

Contemporary American music is neglected, he pointed out, adding that he thought there was no finer way of understanding the creative processes of the past than by studying those of the present.

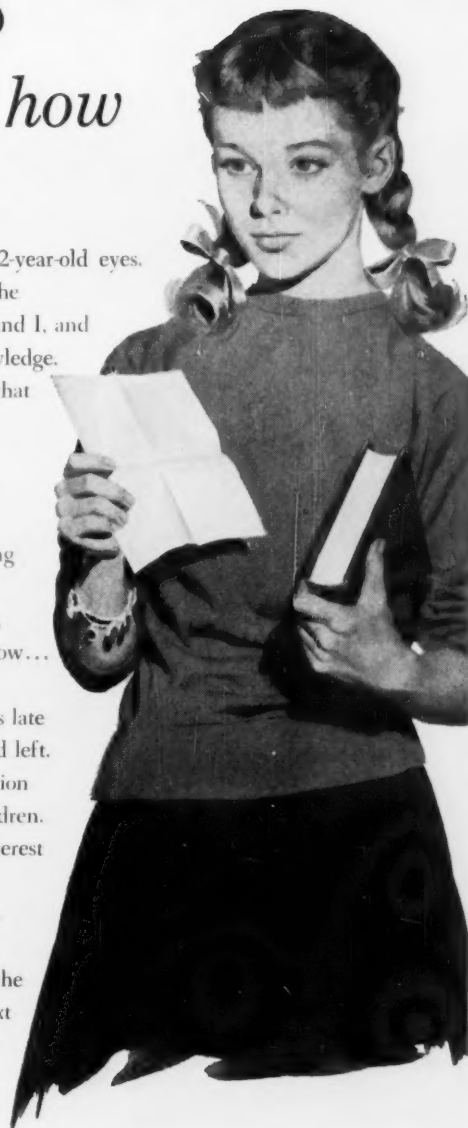
SHE WANTED TO KNOW WHO *but she stayed to learn how*

SHE looked at me with her bright, curious, 12-year-old eyes. "Can you please tell me where to find out about the first explorers at the North Pole?" We went across the room, this eager youngster and I, and from the shelves I handed her the index volume of *The Book of Knowledge*.

Back at my desk, I watched her reading, and I smiled, knowing that I had started another child on a wonderful kind of treasure hunt.

In Volume 12 she found her answer, and I saw her stubby pencil making rapid notes. But I knew she wouldn't stop there, for—as always with *The Book of Knowledge*—one question was leading to another, and that one to the next. She had found the who and written it down, but now she wondered about the why and the how... the story of the compass, the geography of the Arctic, the culture of the Eskimo. It was late when she finally put the volumes back and left. Day after day I observe this compelling fascination that *The Book of Knowledge* has for children. Consistently it seizes any small spark of interest in a youngster's mind, and consistently it fans this into a deeper desire to learn.

Without fail, and without effort,
The *Book of Knowledge* seems to encourage the young reader to turn the page, to get out the next volume, to learn more than just one answer,
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20 separate volumes with a quick, fact-finding cross-index in the 20th volume. Importantly revised, newly laid out. Big bleed photographs, more-readable-than-ever type. 13,000 illustrations of which 700 black and white and 118 color pictures never appeared in *The Book of Knowledge* before. More facts, greater unity and coherence than ever.

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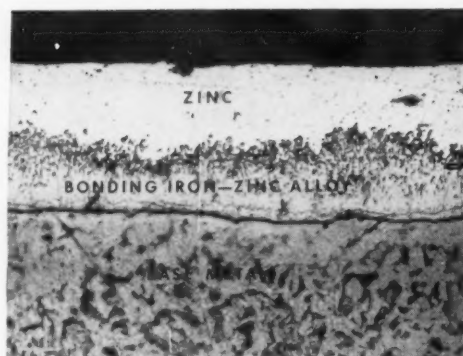
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This microphotograph shows how the Fenestra Hot-Dip zinc coating alloys with the steel base metal for a lifetime finish. Scratches or pinholes in the surface are self-healing by sacrificial action of the zinc. The steel is always protected.



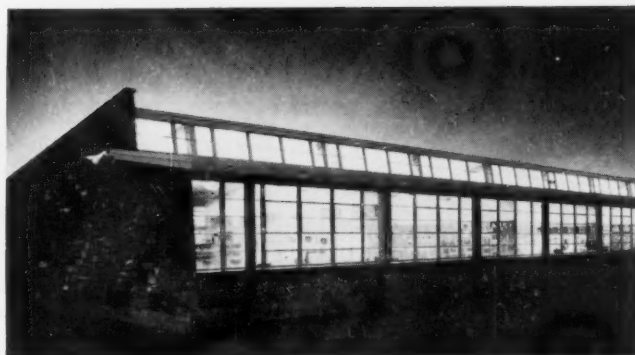
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SCHOOL DESIGN
NEWS

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Fenestra's exclusive galvanizing process is com-

pletely controlled for a smooth, uniform coating. Bonderizing after galvanizing gives added protection and an attractive silver-grey finish ready for decorative painting, if desired.

Fenestra Intermediate Projected Windows, used at Window Rock, furnish fresh air and controlled ventilation in any weather. The steel vents open with a finger touch—never stick, swell, warp or splinter.

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NEWS

Yonkers Votes School Funds; Questions State Authority

YONKERS, N.Y. — Double-barreled action has been taken here to prevent the state education commissioner from withholding state funds for Yonkers city schools.

The city's common council passed four special bond issues, providing \$775,626 in additional funds for the schools. By approving the bond issues, Yonkers city officials hope to satisfy the requirements of the state board

of education, which had threatened to cut off state aid on the grounds that local appropriations were inadequate.

Following action on the bond issues, the city of Yonkers submitted a legal brief challenging the authority of the state education commissioner to withhold state funds from the local school system.

The city's brief asserted that Yonkers had not been charged with violating the state education law or any state regulation or statute and that

there were no prescribed standards by which to judge the "adequacy" of the Yonkers' school program.

Of the four financial measures passed by the council, only one item of \$189,850 would supplement the 1956 budget. The other three items fill school requests that have been before the city council for many months. The school budget approved by the council in November was \$800,000 less than the board of education had requested.

School Business Officials Announce Program for 1956

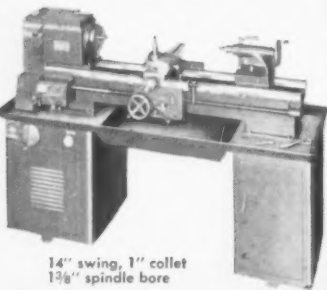
WASHINGTON, D.C.—Plans for a pilot research project and preparations for the convention next fall were made by the executive committee of the Association of School Business Officials meeting here February 23 to 26.

The sum of \$1500 was allocated for a research study to be proposed by the maintenance and operation committee, of which A. C. Lamb of Wayne University is chairman. The study will be conducted at Wayne, under Dr. Lamb's direction, after the executive committee approves final plans for the project this summer.

A large number of tours is one of the special features planned for the annual convention, which will take place October 7 to 11, with headquarters at the Sheraton-Park Hotel here. The exhibits will be housed in the new exhibit hall in the hotel, with 122 available spaces.

In general, the program will follow the format of previous years, with the large section meetings being divided into three groups, one for members from towns under 30,000, one for members from cities up to 100,000, and a third group for those from the large cities. These big section meetings will be concerned with school-house planning, accounting and finance, purchasing, and maintenance and operation.

Instead of the three round tables previously held on Thursday evening, there will be eight round tables dealing with the following topics: business managers, transportation, cafeteria, insurance, student body expenditures, personnel, maintenance and operation, and new building construction. General planning for these round tables will be under the chairmanship of J. Harold Husband, director of administrative services, Grosse Pointe, Mich.

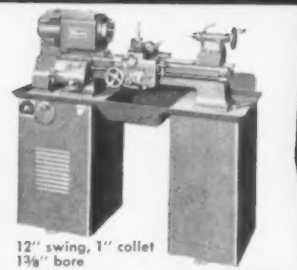


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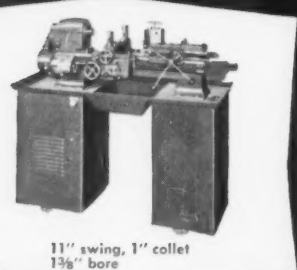
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The school shop equipped with Logan Lathes gives its students the big advantage of learning on an actual industrial tool. Logan sustained accuracy and versatility permits a broad range of industrial type projects for advanced classes. Logan safe-operation features and rugged construction are of special value with novice groups. No other lathes of comparable specifications match these Logans for economy.

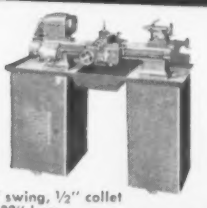
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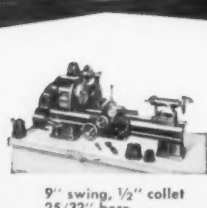
12" swing, 1" collet
1 3/8" bore



11" swing, 1" collet
1 3/8" bore



10" swing, 1/2" collet
25/32" bore



9" swing, 1/2" collet
25/32" bore

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NEWS

Humanities Require Effort; Shouldn't Be Oversimplified

NEW YORK.—Don't try to sugarcoat the humanities, a Harvard professor recently told a group of teachers and superintendents. Howard Mumford Jones, professor of English, maintained that the humanities are not instruments "for more effective living or for understanding ourselves."

Rather, he said, they provide "an opportunity for maturation and development of the soul," and it takes

hard work—comparable to that necessary in studying physics or medicine—to understand them.

"The humanities as objects of study cannot in all cases produce 'humane' personalities," he told a John Hay Fellowship Conference at Columbia University. The conference is part of the John Hay Fellowship program under which 20 teachers are selected annually from all parts of the country for a year's study of the humanities at Yale and Columbia.

Instead of trying to sugarcoat the humanities, Dr. Jones contended, educators must acknowledge that the study of them requires as much expert knowledge as the professional study of economics or medicine.

Frank W. Hubbard Named to New N.E.A. Office

WASHINGTON, D.C.—Frank W. Hubbard took over responsibilities of a new office in the National Education Association March 1, when he became assistant executive secretary for information services.

Until a successor is named, Dr. Hubbard will continue as director of the N.E.A. research division.

In his new position, he will have general supervision of the research division, including both the N.E.A. and the American Educational Research Association programs; the press, radio and publications divisions, including the *NEA Journal* and *NEA News*, and the National School Public Relations Association.

The joint motion picture project with the state education associations will come under Dr. Hubbard's general direction after the 1956 picture has been completed.

Dr. Hubbard has been a member of the N.E.A. staff since 1926, serving successively as assistant director, associate director and director of the research division.

He is a native of California, where he received his A.B. and M.A. degrees from the University of California at Berkeley. His Ph.D. degree is from Teachers College, Columbia University. Prior to joining the N.E.A., he had been an elementary principal at Fresno, Calif., and associate director of research in the school system there.

Summer Jobs to Familiarize Teachers With Science Trends

WASHINGTON, D.C.—Thirty-seven universities and research laboratories will offer summer employment to high school science teachers this year, in a program designed to familiarize them with current scientific developments.

Announcing the program, John Woodburn, assistant executive secre-



Frank W. Hubbard

only SALVAJECTOR

- SCRAPS TABLEWARE
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all in a single fast motion



With Salvajector, you do all four of these otherwise time-killing jobs simply by passing soiled tableware through a 107° gusher of re-circulating water.

Salvajector COMBINES what the National Sanitation Foundation calls the "best known method of preparing tableware for washing," with quick, trouble-free food disposal.

And, your new model Salvajector is easier to install, easier to maintain, lower in cost! Get the facts today. See how Salvajector stops the loss of silver and small tableware. See also how Salvajector's new non-clogging food disposer shreds food waste into a free-flowing liquid faster and more efficiently than ever.



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Front fired burners. Choice of hot top, open top or griddle top.

Garland saves food, fuel and time! Front fired burners give greater heat flexibility—help your chef cook more meals. Garland offers you the exact arrangement of hot top, open top or griddle top you need for peak economy and speed.

Largest production in the industry enables Garland to give you heavy durable construction engineered for longer, more efficient service. Garland's leadership in production brings you more solid value for every dollar you spend. It pays to see your Garland dealer.

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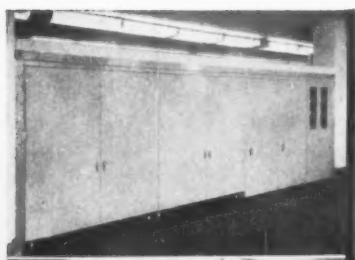
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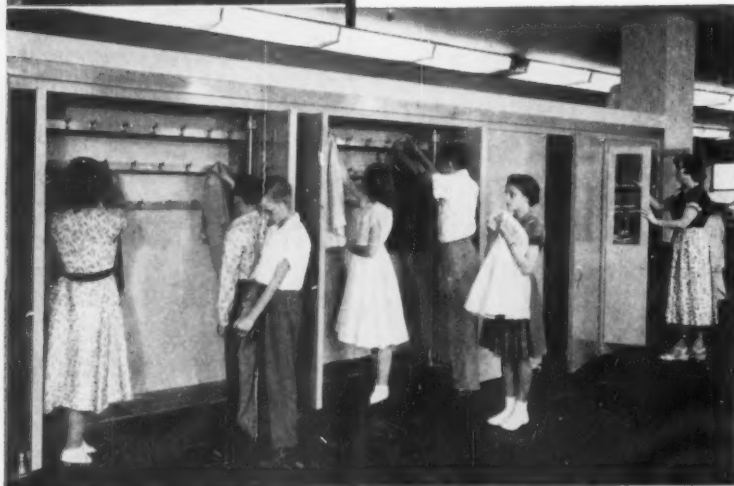
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R-W *In-a-Wall* Steel Wardrobes

Here, at last, is a radically new and different wardrobe designed to meet the ever-expanding requirements of today's elementary schools.

Space-saving Model 785 *In-a-Wall* Steel Wardrobes combine the convenience of quiet, individually operated flush doors—with the durability and functional beauty of all-steel construction. Each double-door section with roomy steel hat and coat rack accommodates up to 20 pupils.

Quickly installed, these easy-to-keep-clean *In-a-Wall* wardrobes may be combined with teachers' closets, supply closets or book cases. There's no wasted wall space. Cork bulletin boards, chalk boards and rails which may be attached to doors, come in various sizes and colors to compliment the mist green, desert sand or sea shell green finish of *In-a-Wall* units.

Your school can benefit too, with flexible, adjustable R-W *In-a-Wall* wardrobes. Write today for complete details. Installation is made by factory trained supervisors, and is fully guaranteed.

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NEWS

tary of the National Science Teachers Association, said: "In research labs teachers stand a good chance to pick up the know-how and spirit that makes scientists; . . . being teachers, they can pass it along to hundreds of young people." Announcement application forms are available from the Future Scientists of American Foundation, N.S.T.A., 1201 16th St., N.W., Washington, D.C.

TV Glimpses

Pocatello, Idaho. — One of the nation's first public school closed TV circuits went into operation here recently with a political science discussion conducted by Idaho's governor, Robert F. Smylie.

Six high school students interviewed the governor and other state officials on the subject of state government in an opening day demonstration. Fourth graders watched a televised reading and social studies class, and a third class on highway safety was conducted by a member of the state police department.

The programs originated in a television studio at Idaho State College. A chair of television coordinator has been established at the college; the coordinator directs activities of the educational station. The college plans extensive use of the television facilities for the inservice training of teachers.

Specialized teachers in the Pocatello system who formerly traveled from school to school will now reach a larger student body by broadcasting from the Idaho State College studio. It is expected that public school students will originate many of their own programs.

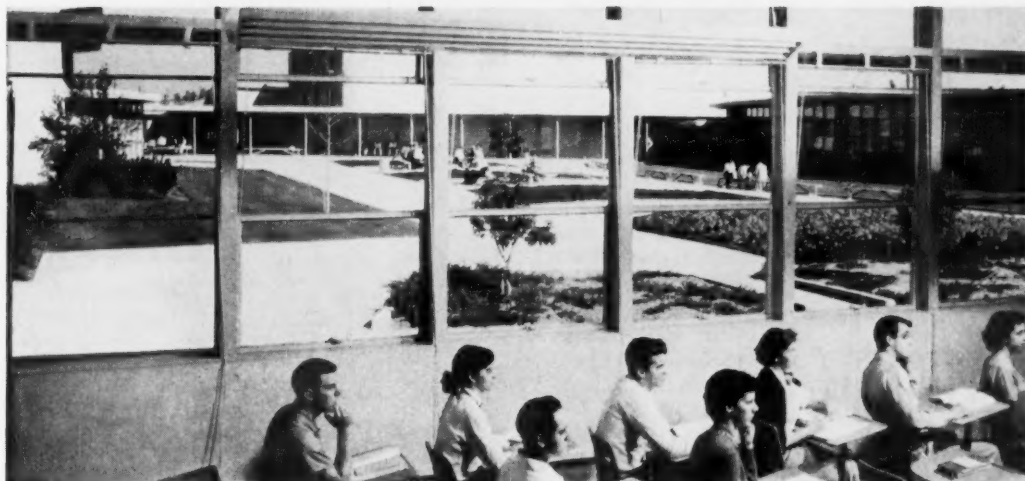
The network was financed by industrial interests at a cost of \$7500. Two companies made an additional grant of \$5000 to establish the chair of television coordinator at the college.

Gerald A. Wallace, school superintendent at Pocatello, and Carl W. McIntosh, president of college, were among state and local officials who watched the three-hour program over TV sets at the college studio.

Pittsburgh. — Kindergarten classes on TV are now being offered over Station WQED here. In January, the station started a 22 week series, "Charming Children," designed to give a complete video course of kindergarten instruction. An enrollment fee



Bring all of this



inside for the sake of those in here

Children live so much of their lives in classrooms. That's why Daylight Walls are vitally important.

44 out of 45 teachers surveyed in a recent research study were highly pleased with classrooms having daylight walls. These comments are typical:

"The lighter, brighter surroundings create a good environment for learning."

"Students do not get tired and restless, because there is no feeling of *confinement*."

And most of the teachers were quick to admit

that they, too, were a lot happier in classrooms with daylight walls.

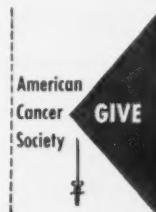
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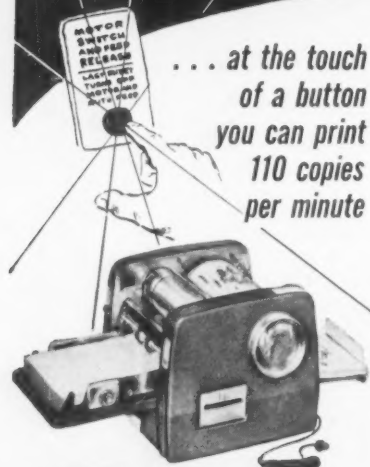


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NEWS

of \$6 entitles a child to two packets of work materials, which enable him to carry out the activities of the course. The program is telecast live from 11:30 a.m. to noon, Monday through Friday.

Fewer than one-third of the 1932 elementary schools in the 10 county broadcast area have kindergarten classes.

San Francisco.—The dancing antics of children and their instructor are currently enlivening the offerings of the educational TV station here. In a program entitled "Hop, Skip and Jump," Dick Ford is teaching children to express themselves freely in dance. "After a child has gained the idea of freedom of expression and movement and has learned to love it, then he can begin to harness into formal patterns," he says.

Chicago.—Thousands of high school students here will receive mathematics and science instruction over television later this year, it was announced recently. "A single gifted teacher will be able to teach classes meeting in all the city's high schools," said Kenneth Lund, who will head the TV experiment. The programming, aimed specifically at relieving critical teacher shortages in mathematics and science, is underwritten by a \$40,000 city budget appropriation.

Schenectady, N.Y. — An experiment in closed circuit TV for secondary schools is under way here at the Mount Pleasant High School. The project calls for two studio classes and four remote classes, all connected by cable. A maximum of 325 volunteer pupils will participate. Classes in trigonometry, English, French and science will be televised. Purpose of the experiment is to determine the advisability of installing closed circuit TV in a new high school now under construction here.

Ohio Offers Workshop on High School Publications

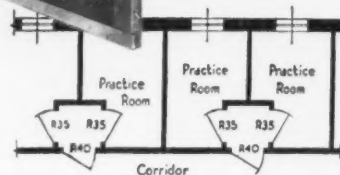
ATHENS, OHIO.—Ohio University's school of journalism has announced its 11th annual workshop on high school publications, to be held at the university June 17 through 23. High school students and faculty advisers are eligible to attend the workshop, which will include work in editing and advising the publication of letterpress, offset and mimeographed newspapers and yearbooks; radio and TV



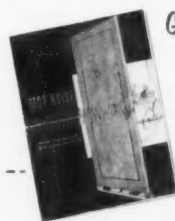
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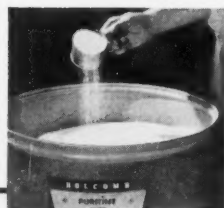
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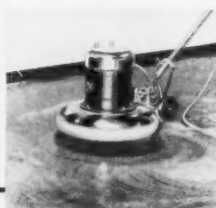
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NEWS

journalism; photography and the business phases of newspapers and year-books.

Michigan Professor Correlates Height Maturity With I.Q.

EAST LANSING, MICH. — A child doesn't have to be tall to be smart, but sometimes it may help! A Michigan State University educator recently reported studies which show a possible relationship between height maturity and mental maturity.

Cecil V. Millard, director of the child development laboratory and research professor at M.S.U., explained that children's I.Q.'s constantly change, reflecting a general growth pattern.

It may be, he pointed out, that a 10 year old child with a mental age of 12 is not more intelligent but simply a more rapid grower than the 10 year old with a mental age of 9.

To measure the correlation between intelligence level and height level, Dr. Millard used records of height and

intelligence measurements of 40 boys, made over a period of years.

Each boy's height at the age of 10 was divided by the computed maximum height toward which he was progressing. The resulting figure was called the "percentage of height development at age 10." This percentage was divided by the average percentage for the group of 40, and the resulting figure for each boy was called the "height I.Q."

When the "height I.Q." for all of the boys was charted, it showed a striking correlation with the boys' actual I.Q. According to Dr. Millard, this was the first time such a relation was reported between physical and mental development.

Church School to Close Unless Health Examinations Improve

RUTHERFORD, N.J. — A priest here has threatened to close a parochial school which has some 1000 pupils, unless the local board of health will give the pupils health examinations equivalent to those given in the public school system.

Msgr. Charles C. Demyanovich, pastor of St. Mary's Church, pointed out that it would cost the city some \$300,000 to provide for the transfer of the parochial pupils to the public schools.

The board of health had turned down recommendations by town officials that more thorough examinations be extended to parochial pupils. According to Father Demyanovich, the board of health doctor has examined 30 children an hour in the church school.

Students Pay N.Y. Teachers for Extracurricular Work

NEW YORK.—The use of student funds to pay high school teachers for supervising extracurricular activities has been reported here as a peculiar by-product of the teachers' fight for higher salaries. Many principals are reported to deplore paying the teachers in this way, but they say they have no other way to meet the demand for extracurricular activities.

Almost a year ago, the High School Teachers Association began a boycott of extra services without increased pay. In recent months, the movement has gained considerable momentum. Concetta C. Roy, president of the association, said that teachers believe that

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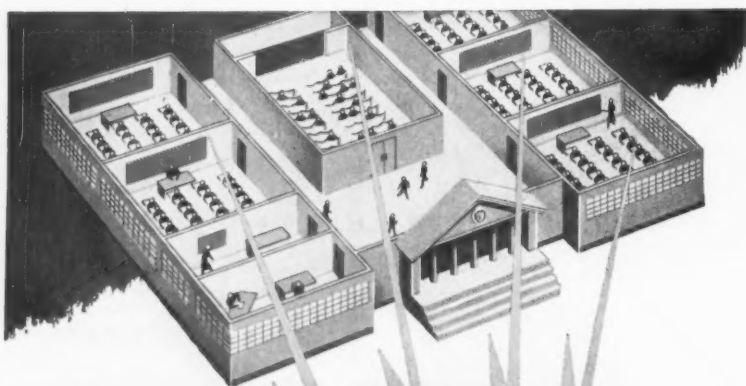
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NEWS

if they are going to give additional service they are entitled to extra compensation.

The student funds are derived from dues, usually 50 cents per student, collected each semester. The principals noted that when the funds are used, this use is approved by the students.

William Jansen, superintendent of schools, recently met with officials of the association in an effort to solve the present salary controversy. Commenting on the meeting, Mrs. Roy said that Dr. Jansen had shown great understanding of the problem and that he had promised to go to Albany to fight for increased state aid to city schools.

Corporation Gives School to North Carolina County

ROXBORO, N.C.—The building and grounds of Ca-Vel Elementary School near here have been donated outright to the Person County Board of Education. The donor, Collins & Aikman Corporation, which has a plant in the community, built and completely equipped the school in 1931. The facilities are valued at \$140,000.

Since 1931, the corporation has continued to help the school by supplying books, heat, nursing service and supplies and by paying the salaries of two teachers. The school, however, was administered by the Person County Board of Education. W. F. Bird, president of Collins & Aikman, said that the donation of the school to the county would make it eligible for more state and federal funds but would not lessen the corporation's support of its activities.

N.Y. Legion Sponsors Bill to Restrict Tax Exemption

ALBANY, N.Y.—A proposal to ban tax exemption on real estate for private schools and colleges which employ subversives has been introduced in the state legislature here.

The proposed bill, sponsored by the American Legion, would extend to private schools the provisions of the Feinberg law, which prohibits public schools from employing subversives.

In a joint statement, Senator William F. Condon and Assemblyman Malcolm Wilson of Yonkers, who introduced the bill, said: "It is certainly equally essential that students at non-public schools and colleges within the state be not exposed to the subtle

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NEWS

subversive propaganda of the same type which the existing statutes seek to extirpate in publicly operated schools and colleges."

The legislators said the proposal was based on a plank of the Legion's state legislative program. The measure, adopted at the Legion's state convention, was reported to have been initiated by the Westchester chapter, which has been engaged in a controversy with Sarah Lawrence College on loyalty issues.

Minnesota College of Education Celebrates 50th Year

MINNEAPOLIS.—The college of education of the University of Minnesota celebrates the 50th anniversary of its founding this year. The event will be commemorated at a special banquet March 28 at the university commons. Beardsley Ruml will be the featured speaker.

Enrollment at the college, which averaged 57 in 1910, reached a peak of 2671 last year, reports Roy C. Pren-

tis, assistant professor of school administration.

Numerous tributes to the pioneering work of the college have been received during the anniversary year. Under Dean Lotus C. Coffman, the university developed very early a program for educating teachers within the university setting. Dr. Coffman, who later became president of the university, was also influential in effecting the general change from normal schools to teachers colleges.

Student personnel services, as they now exist throughout the country, have been described as largely extensions of programs first conceived and executed at the university.

A language arts program which extended the study of English to include all aspects of communication, dramatics and speech, was developed at the college by Dora V. Smith, now director of the commission on the English curriculum of the National Council of Teachers of English.

Early tests of reading and intelligence were also developed at the university, along with contributions in basic research on exceptional and normal children.

Some 27 institutes for professional and vocational groups are sponsored yearly by the college through its center for continuation study. The center provides a resident group of experts for consultation in graduate study.

Soldiers Learn to Read in Special Army Course

WASHINGTON, D.C.—The army is also concerned with teaching Johnny to read! It has been reported that four out of every 100 men who enter the service do not have the equivalent of a fourth grade education.

In a recent 18 month period, the army gave 17,118 of these men a special concentrated education before sending them into basic training. Students in the two to four week course use simple textbooks with largely citizenship and military themes.

Architectural Firm in Annapolis, Not Baltimore

In the Schoolhouse Planning feature in March, "Toward an Expressive Architecture," the location of the architectural firm of Rogers and Taliaferro should have been given as Annapolis, Md., instead of Baltimore.

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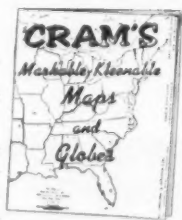
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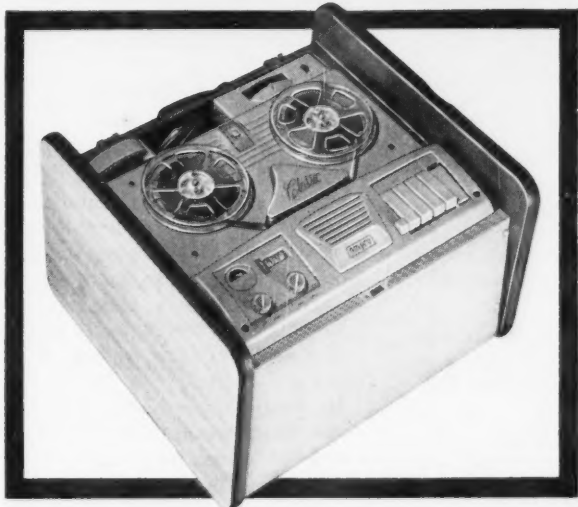
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NEWS

Foreign Educators Observe U.S. Schools' Decentralization

NEW YORK.—An Australian principal and a group of Yugoslavian educators have shown keen interest in America's decentralized system of education.

Richard L. Whitford, school principal in Tasmania, Australia, told new students at Columbia's Teachers College that he was tremendously impressed by local sensitivity to educational needs and resources in this

country—as contrasted with the highly centralized, often bureaucratic Australian school system.

On the other hand, he pointed out, local control of schools often results in inequalities of opportunity for American children because some communities are far wealthier than others.

Mr. Whitford suggested federal aid to public schools "where the local dollar cannot always be depended upon to do a national job." He praised the constant efforts of American teachers

to improve their professional qualifications, but he said that America lags behind Australia in evaluating its teachers. "It would seem that everything in education is being carefully evaluated here except the most important factor of all—the teacher."

In Australia, he added, teachers' salaries are largely based on the teacher's performance on the job, rather than on academic qualifications, as in America.

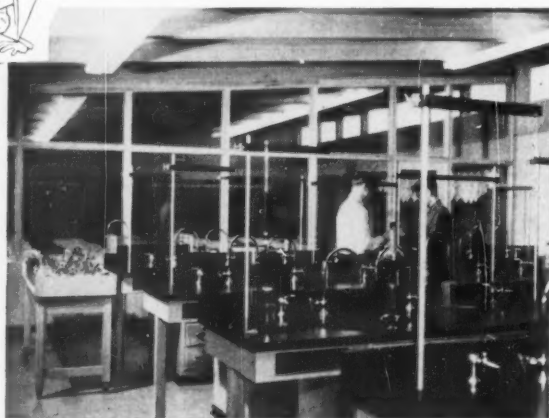
The Yugoslavian group, headed by Ludwik Gabrovsek, undersecretary of the Council of Education in Slovenia, has come to America specifically to study decentralization in the schools here. Yugoslavia is in the process of decentralizing its educational system, said Mr. Gabrovsek, and "we feel that here in the United States, we will best observe how this is done."

Mr. Gabrovsek pointed out that Yugoslavia's new industries have made it necessary to re-evaluate school curriculums, since "we have in the past used academic courses almost exclusively."

His group is particularly interested, Mr. Gabrovsek said, in observing the use of teaching aids, vocational departments, and professional guidance in the American schools.



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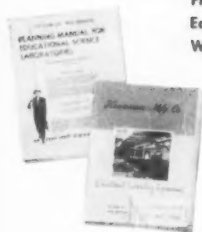
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REPRESENTATIVES IN PRINCIPAL CITIES

Ben Sylla to Head Tri-County School Boards Association

CHICAGO. — Ben Sylla, assistant superintendent of schools for Cook County, Illinois, has been named field secretary for the Tri-County School Boards Association succeeding the late Morris B. Houser. The association, a division of the Illinois Association of School Boards, serves local school boards in Cook, Lake, DuPage, Will and Kane counties.

Mr. Sylla, who assumed his new duties on March 1, was formerly superintendent of elementary schools at Chicago Heights, Ill. As field secretary, he will coordinate the work of the association, which has developed specialized services for dealing with tax objections and legal problems. The association also sponsors meetings and research on subjects of concern to local board members.

Henry F. Hoppe has succeeded Mr. Sylla as assistant county superintendent. Prior to his appointment, Mr. Hoppe was superintendent of the Hometown School, District 123, Oaklawn, Ill.



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NEWS

Cheaper to Give Degrees to All Not in Jail

ST. LOUIS.—In the opinion of one college president, mass education may reach the point where it will be "simpler—and cheaper—just to confer the bachelor's degree on all who apply at a given age and have managed to stay out of jail."

Goodrich C. White, president of Emory University, Georgia, admitted that he spoke jokingly, but he told the Association of American Colleges con-

vention here, "There are trends, nonetheless, which justify the question."

Dr. White told the representatives of 714 colleges that they should not be so much concerned with "why Johnny can't read" as with why John, grown up and a college graduate, does *not* read.

"Often," he said, "this college graduate is constrained to admit—or to boast—that he hasn't read a book in years . . . or he disavows any interest that might mark him as a highbrow."

The basic problem of American education, Dr. White said, is: "How can we reconcile, without sacrificing either, the democratic ideal of schooling for all with the ideal of excellence for those capable of attaining it?"

The answer, he said, lies in the question: Do we believe in education for its own sake?

TV Viewers Want Cameras to Go Into Classrooms

CHICAGO. — Television viewers would like to see more good children's programs. And they want the TV camera to go right into the classroom, if necessary, to present good educational and informational programs.

These suggestions were expressed in a survey of 5000 set owners conducted by the Illinois Congress of Parents and Teachers. Those surveyed said they felt there were too many children's shows featuring "gun play and name calling," not enough how-to-do-it programs that inspire creativity.

Programs considered "tops" for very young children were Ding Dong School, Kukla, Fran and Ollie, and Winkie Dink; for elementary school children, Zoo Parade, Adventure and You Are There; for high school students, Omnibus, Youth Takes a Stand, and Adventure; for adults, Kraft Theater, Omnibus and the U.S. Steel Hour.

Among the how-to-do-it programs suggested for children were shows teaching health and safety, good grooming, manners, good behavior, and instruction in making simple toys and games.

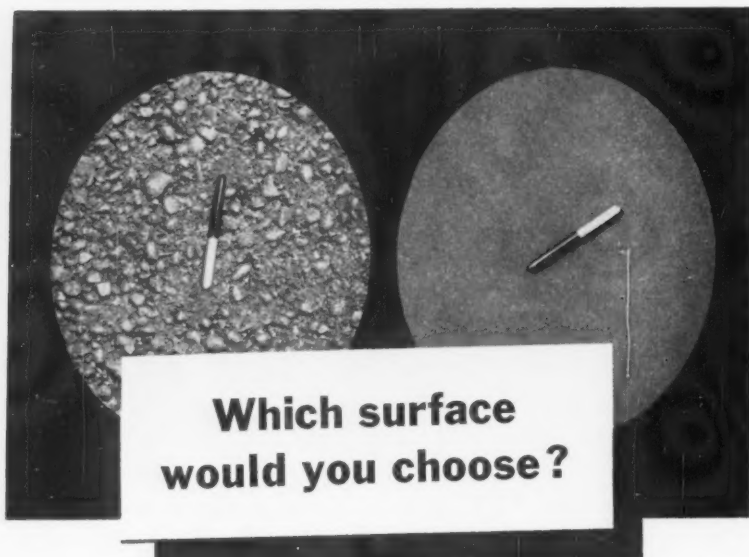
No More Study Halls at Chicago High School

CHICAGO.—Study halls will be dropped in Kelvyn Park High School here, initiating an experiment with fewer and longer class periods.

Most students will lose two study periods. However, they will have an opportunity to study particular subjects in their regular classes, with access to the teacher who made the assignment.

Class periods will be lengthened to 55 minutes, with a total of six. The old schedule was made up of eight 40 minute periods.

Reportedly, similar changes will be made in other Chicago high schools by next fall.



HERE are close-up photographs of the actual surface of a typical play-yard before and after sealing with Walk-Top.® Notice the change from gritty, abrasive, coarse texture to a resilient, smooth and non-skid surface. Which surface would you choose for your play area? There isn't much doubt that you would select the Walk-Top surface . . . particularly when you discover how economically it can be applied over any existing paved area.

Get full details from our nearest office.



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Oakland 1, Calif. • Portland 7, Ore. • Washington 5, D. C. • San Juan 23, P. R.

**Howard Elementary School,
San Antonio, Texas**

Architect: Harvey P. Smith & Associates

Acoustical Contractor: Rufus A. Walker & Co.

Acoustical Material: Armstrong Cushiontone



These ceilings keep noise from traveling in open-plan school

Interchangeable partitions at San Antonio's Howard Elementary School are formed in part by storage wall cabinets. Only partial height, they assure maximum cross ventilation and lighting. To keep noise from echoing through the open areas above the partitions, sound-muffling ceilings of Armstrong Cushiontone were installed.

A perforated wood fiber material, Cushiontone soaks up as much as 85% of the sound waves that strike it, keeping sound from building up into noise. To provide the most efficient acoustical trap, Cushiontone ceilings in the classrooms are installed a foot lower than those in the corridors.

Low in cost . . . Cushiontone's economy starts with its low initial cost, continues with its simple installation, and lasts, with easy maintenance, for the life of the building.

Quick to install . . . A noise-absorbing ceiling of Cushiontone goes up quickly by conventional nailing, stapling, or cementing methods. In remodeling work, installation can be completed with little interruption of normal routine.

Easy to maintain . . . Cushiontone's two-coat, white paint finish needs no more care than ordinary plaster. It can be cleaned quickly and repainted frequently without loss of acoustical efficiency.

Free booklet, "Quiet at Work," shows how Cushiontone and the entire line of Armstrong acoustical materials can work for you by increasing efficiency and comfort. For your copy, see your Armstrong Acoustical Contractor or write Armstrong Cork Company, 4204 Wabank Ave., Lancaster, Penna.



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ACOUSTICAL MATERIALS

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NEWS

Paying the Bill. In submitting its final report, proposing a \$56 million increase in state appropriations to education, New York's Heald Commission warned that the increased aid might mean increasing state taxes. The commission said that the need for more state aid was so great that tax rises should be approved if they are necessary.

Tribute to the Press. New York City's board of education recently hon-

ored Arthur Hays Sulzberger, president and publisher of the *New York Times*, for his concern with educational news. Charles Silver, president of the board, noted that Mr. Sulzberger had spotlighted neglected areas of the national educative enterprise, sparked interest in the schools, and focused the attention of political leaders on the rôle of education.

Ship Ahoy. A school tower which has been used for more than 30 years

as a navigating point by seafaring men will be demolished in a new building program in Palos Verdes, Calif. The Spanish type of tower on Miraleste Elementary School overlooking the Los Angeles harbor will be removed in a \$64,000 building modernization project, now under way.

The Age of Wisdom. New Jersey's board of education has elected a 73 year old grandmother as its first woman president, Marie L. Katzenbach, who has been a member of the board for 35 years, commutes daily to her unsalaried job. She is also a member of the board of trustees of Rutgers University and a member of the executive committee of the Mercer County Child Guidance Center.

Can You Top This? In the 10 year period which ended October 1955, 11 school districts in Los Angeles County had enrollment increases of at least 100 per cent; 23 others expanded at least 200 per cent. These figures are negligible, however, beside increases in three districts which topped 1400 per cent, and three others whose spiralling attendance rose more than 3000 per cent!

Starting Recruitment Early. Ninth graders in Bronxville, N.Y. are observing and "practice teaching" with pupils in Grades 1 through 4. The junior teachers work with the children individually in small groups and in the class as whole. The school psychologist meets with the student teachers once a week to help them interpret their experiences.

In Memoriam. The Fred C. Ayer Memorial Fund has been established by the University of Texas College of Education for the purpose of publishing studies in the field of education. Professor of educational administration, Dr. Ayer taught at the university from 1927 until his death last August. He was a member of The NATION's SCHOOLS editorial advisory board for 24 years.

Informed Voters. Ninety per cent of school bond elections held in 91 Illinois counties in 1955 were successful, reports Irving F. Pearson, executive secretary of the Illinois Education Association. Of 177 elections to increase tax rates for educational purposes, 80 per cent carried, he added, pointing out that taxpayers are willing to pay for good schools if fully informed of the need.

KOHLER PLUMBING FIXTURES



Gramercy lavatories

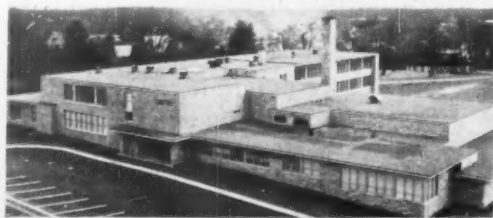
for practical, economical school hygiene

The recently completed William H. Holmes Elementary School in Mount Vernon, New York, is another in the ever increasing number of schools to install Kohler plumbing fixtures.

Lavatories are the Greenwich of vitreous china, with 5" high back to protect walls. At the lower base are cast-in openings for screws to anchor the fixture firmly to walls. The Greenwich has ample basin, practical self-closing faucets. Other fixtures include Daybrook drinking fountains with non-squirting bubbler heads, Penryn and Juvenile closets, Bardon urinals and Mayfield sinks.

The glass-like surfaces are easy to clean and clean looking. Chromium-plated brass fittings match the fixtures in style and quality.

Quality that assures long, trouble-free service, attractive hygienic design and easy maintenance have won Kohler school fixtures the approval of architects, engineers and school administrators. Send for catalog.

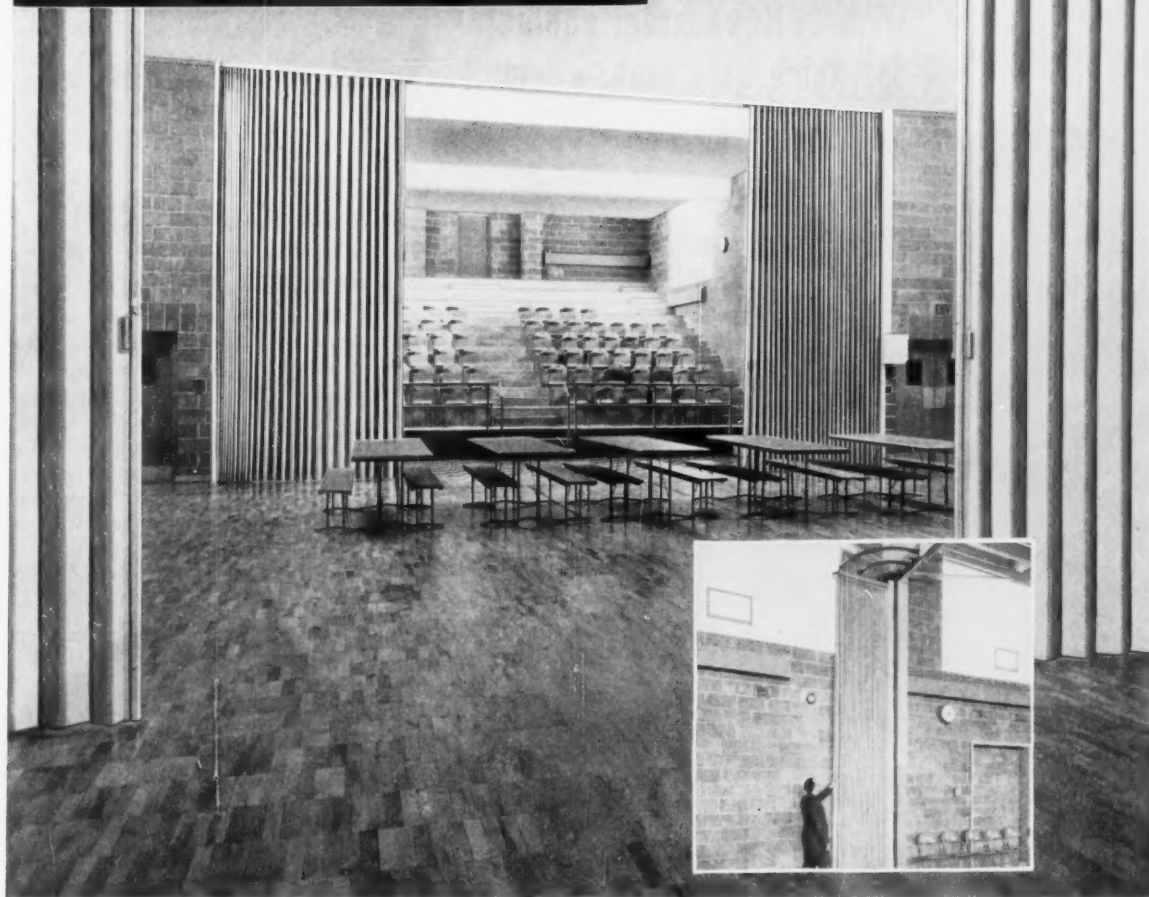


Kohler Co., Kohler, Wisconsin. Established 1873

KOHLER OF KOHLER

PLUMBING FIXTURES • HEATING EQUIPMENT • ELECTRIC PLANTS
AIR-COOLED ENGINES • PRECISION CONTROLS

There is a difference in folding doors



St. Timothy Church School, Maple Lake, Minn. • Architect: Shifflet, Backstrom & Carter
Contractor: F. O. Watson & Son • Inset: Stacked door pivots easily off floor

See what Foldoor does in this gym

See what folding doors can do for you: fast, practical room dividing; more *use and profit* from the same floor space; important economies in heat, light and maintenance . . . all without rebuilding or remodeling. When the time comes for you to investigate folding doors, be sure you get the most for your money. Investigate FOLDOOR first—and get the only folding door that is *different and better* all six ways: (1) Easier operating—without air “pockets” and with 61% less hinge friction; (2) Neater installation—track always fully concealed; (3) Better appearance—widest range of sizes and colors; (4) Greater space-saving—smallest stack space known; (5) Structural strength—the same size hinge in every door; (6) Longer life—proved in thousands of installations. Get to know your FOLDOOR Distributor, listed under “Doors” in the yellow pages.

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Indianapolis, Indiana

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CITY _____ STATE _____

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Cut costs...add quality

with GENEVA steel cabinets for home arts class rooms



Your home arts class rooms tailored to your specific needs

Your school benefits two ways when you specify GENEVA steel cabinets . . . lower initial cost . . . decidedly lower maintenance cost. And GENEVA offers the most extensive line of steel cabinets in the industry, designed specifically to meet the requirements of home arts departments. If your school is anticipating remodeling or new building, investigate the economy and fine quality of GENEVA cabinets.

There's a Geneva Cabinet
for Every Class Room Need



Ironing Board
Cabinet



Wardrobe
Cabinet



Food Staples
Cabinet



Tote Tray
Cabinet



GENEVA MODERN KITCHENS
Geneva, Illinois
Division of Acme Steel Co.

Please send illustrated brochure of GENEVA steel cabinets
designed for home arts class rooms.

Name _____
School _____
Address _____
City _____ State _____

NEWS

Traveling Teachers. Forty-two tours, under the sponsorship of the N.E.A. division of travel service will be offered to N.E.A. members this summer. Itineraries will include Europe, the Near East, South and Central America, Mexico, Hawaii, Alaska, Canada and sections of the United States.

ABOUT PEOPLE

APPOINTED . . .

Ernest O. Melby, dean of New York University School of Education, to distinguished professor of education at Michigan State University, effective in the fall of 1956. Dr. Melby is retiring in August as dean, a position he has held since 1945. Dr. Melby has also been associate professor, professor and dean of the school of education at Northwestern University; president of Montana State University, and chancellor of the University of Montana.



Ernest O. Melby



George D. Stoddard

George D. Stoddard, chairman of the directing committee of an educational study at New York University for the last two and a half years, will succeed Dr. Melby as dean. Dr. Stoddard was president of the University of Illinois from 1946 to 1953. He was also formerly president of the State University of New York and commissioner of education of the state of New York.

C. L. Newsome, high school principal at Kilgore, Tex., to superintendent there. He succeeds **Robert Ashworth**, who will become superintendent at Corsicana, Tex., succeeding **W. H. Norwood**, who will retire after 25 years of service.

Dale A. Young, assistant professor of education and psychology at Shepherd College, Shepherdstown, W. Va., to dean of men there. Mr. Young will continue to teach, in addition to his other responsibilities.

Alfons Wier, high school principal at Three Oaks, Mich., to superintendent at Eau Claire, Mich.

(Continued on Page 174)

The World's First... *DATED* Glassware

LIBBEY **HEAT-TREATED** **QUALITY**

The New Standard of Comparison

For seven years, a code symbol on the bottom of Libbey Heat-Treated Glasses has made it possible to trace this revolutionary ware in almost every type of use.

Result of this seven-year experience is that Libbey Heat-Treated DATED Glassware has literally proved better qualified to speak for itself than through any verbal claims.

Here, for example, is the up-to-date summary of the complete audits made in 1955 on a cross-section of restaurants of widely varying type and operating conditions.



	Average Servings Per Tumbler	Tumbler Cost per 1,000 servings
Restaurant "A" Washington, D. C.	739	8 and 4/5 cents
Restaurant "B" Philadelphia	1143	5 and 7/10 cents
Restaurant "C" Boston	3700	1 and 4/5 cents
Restaurant "D" Chicago	1340	4 and 3/10 cents
Restaurant "E" Toledo	1355	5 and 1/5 cents
Restaurant "F" Detroit	2025	4 and 2/5 cents
Restaurant "G" Atlanta	1254	6 and 1/10 cents

Names of restaurants and full details available on request.



The laboratory mark originally affixed to check and prove the value of this ware is consequently installed as permanent coding to enable any user to examine for himself the huge value of Libbey Heat-Treated glassware—The world's first DATED Glassware.

Your Libbey Supply dealer has complete details. See him or write Libbey Glass, Division of Owens-Illinois, Toledo 1, Ohio.

LIBBEY HEAT-TREATED GLASSWARE
AN **Ⓢ** PRODUCT

OWENS-ILLINOIS
GENERAL OFFICES • TOLEDO 1, OHIO

ABOUT PEOPLE

(Continued From Page 172)



Alden H. Blankenship

Alden H. Blankenship, superintendent at Tacoma, Wash., to superintendent at Gary, Ind., effective at the close of the present school year. Dr. Blankenship has also served as superintendent in Heppner, Ore., Oak Ridge, Tenn., and Springfield, Mass.

Charles H. Diehl, high school principal at Farmington, Maine, to superintendent of School Union 30, Lisbon Falls, Maine, succeeding **Horace P. Maxcy**, who will become superintendent of School Union 15, South Windham, Maine.

Carl Tival, elementary school district superintendent at Atascadero, Calif., to superintendent at Larkspur, Calif., effective July 1956.

R. Binkley Mades, junior high school principal, Elgin, Ill., to superintendent

of Kane County, Geneva, Ill. Mr. Mades succeeds the late **Edwin E. McCoy**, superintendent for the last 20 years.

Kenneth Laycock, high school principal at Shamrock, Tex., to superintendent there, succeeding **Elmer J. Moore**, whose resignation was previously announced in *The NATION'S SCHOOLS*.

R. F. Wimberly, high school principal at New Iberia, La., to superintendent of Iberia Parish schools, effective July 1. Mr. Wimberly will succeed **Lloyd G. Porter Sr.**, who will retire June 30, after 35 years of service.

Edward L. McMonagle, executive director, division of administration, state department of education, Maine, to superintendent at Hanover and Rumford, Maine. He succeeds **Lawrence A. Peakes**, who is now superintendent at Bangor, Maine, succeeding **Roland J. Carpenter**, who has joined the faculty of the University of Maine.

J. C. Rutherford, reelected superintendent of Hermantown School, Duluth, Minn.

J. H. Hadley, superintendent at Tuscaloosa, Ala., to assistant state superintendent of education in Alabama. **Harvey D. Nelson**, formerly superintendent at Huntsville, Ala., succeeds Mr. Hadley at Tuscaloosa.

Eric R. Baber, superintendent of Rich Township High School, Park Forest, Ill., to superintendent-elect of secondary schools at Waukegan Township, Ill., effective July 1. Dr. Baber has served as superintendent at Park Forest since 1951. In his new position Dr. Baber will work with the retiring Waukegan superintendent, **Clarence Pritchard**, during 1956-57.



Eric R. Baber

Frank H. Sparks, former president of Wabash College, Crawfordsville, Ind., has been elected vice chairman of the board of directors of the Council for Financial Aid to Education.

RESIGNED . . .
Glen E. Miller, superintendent at Lexington, Neb., for the last 21 years.

Dayton Rothrock, superintendent at Gesham, Neb., for the last five years.

John W. Thomas, superintendent at Wakefield, Mich., since 1936.

(Continued on Page 176)



NOW... a Radiation Counter for your laboratory

We've made it easy for teacher or student to carry out interesting and informative experiments in radioactivity. Radiation intensity, absorption, tracer element detection, scattering, and health hazard are readily demonstrated with the Cenco Radioactivity Demonstrator. The instrument is ideal for classroom use since it provides triple indication of radioactivity by loud speaker, flashing light and built-in count rate meter. Included are accessories for experiments and complete instruction manual which provides experiments, examination questions and answers.

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CENTRAL SCIENTIFIC CO. OF CANADA, LTD.—TORONTO • MONTREAL • VANCOUVER • OTTAWA



This is SEAL-O-SAN® in action!

After a season on the new floor, Carl Buffenbarger, Superintendent of Maintenance, reports the Seal-O-San finish has performed satisfactorily in every way. Columbus High School's basketball team found the floor to its liking and showed its approval by winning every game it has played on the floor.



Architect, McGuire and Shook, Indianapolis

A lively, resilient floor at Columbus, Ind., High School permits fast action, safe play on the court!

ACTION is the word for Seal-O-San! For there lies the difference between an ordinary sealer and the right sealer for your gym floor.

All gym floors must be designed for ACTION . . . and the activities on those floors should be safe for the youngsters. Basketball is among the fastest sports played on the gym floor and to be played well the players must have confidence that pivots, fast breaks and all tricky footwork are safe, steady, sure . . . otherwise well organized team play becomes pure chaos with each team member looking out for his own skin.

FOUND SEAL-O-SAN BEST IN 17 YEARS' EXPERIENCE

"For the past 17 years I have been connected with or associated with school business in Indiana either as a coach or as a Superintendent of Maintenance and Supplies and I would like to say that during that time I have used several types of gym finishes. I am convinced that the Seal-O-San gym finish is one of the better if not the best gym finishes I have used. It is very easily maintained plus the fact that it is non-slippery and glare free."

Carl Buffenbarger

Superintendent of Maintenance and Supplies



All modern sealers provide a surface that is relatively easy to maintain. All to a degree, enhance the beauty of the wood. All are sold on performance. But, *only* Seal-O-San can give you the assurance of a really lively, yet safe floor for all types of fast action under nearly any condition.

Thirty years of favorable experience prove this fact. If you have a problem floor, ask your neighboring coach who has used Seal-O-San. He is our best salesman.

SEAL-O-SAN®

GYM FLOOR FINISH

Huntington  Laboratories

Huntington, Indiana
Philadelphia 35, Pa.

Toronto 2, Ontario

ABOUT PEOPLE

(Continued From Page 174)

J. Dale Coonley, superintendent at Genoa, Neb., for the last 10 years.

James J. Taylor, superintendent of schools for District R-VI at New London, Mo.

Andy Anderson, high school superintendent at Waurika, Okla.

Frederick A. Marcks, district superintendent in the borough of Nazareth, Pa., and the Nazareth Area Jointure. Mr. Marcks has held administrative positions at Nazareth for 41 years.



Senator Jo Hayes

Senator Jo Hayes, supervising principal, College Area Schools, State College, Pa., since 1927. Senator Hayes was elected to the state legislature in 1954 and

has been active in obtaining allocation of state funds for education. He has also been a part-time member of the faculty of Pennsylvania State Univer-

sity since 1935. Senator Hayes is a charter subscriber to *The Nation's Schools*.

Maurice E. Wolff, superintendent at Butte, Neb., for the last nine years.

Gilbert Willey, superintendent at Winnetka, Ill., effective in June.

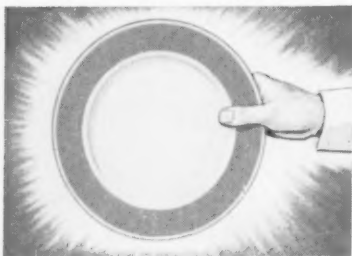
Vincent R. Byrne, assistant superintendent in charge of business services, Willowbrook, Calif., effective June 30.

C. D. Watts, superintendent at Macksville, Kan., for the last four years.

Oliver S. Lawson, superintendent at Marquette, Kan., effective July 1.

Four good reasons why

You can save so much more with Corning Double-Tough dinnerware!



1. Long-lasting beauty! Double-Tough keeps its good looks much longer, because there's no surface glaze to scratch or wear away.



2. Extra durable! You save on replacement costs. Double-Tough survives a drop from a height twice as great as other ware.



3. Much lighter! Double-Tough Dinnerware is 20% lighter than competitive ware. It's far easier to stack, carry, and handle.



4. Washes easily! Double-Tough washes clean quickly and easily. Sticky foods won't cling to that smooth surface.

Now available in six distinctive color patterns



• In addition to the traditional green or maroon bands, you have your choice of Double-Tough in handsome solid borders of Coral, Gray, Autumn, or Aqua. Ask your Corning Double-Tough equipment dealer to show you the complete line—and start saving with Double-Tough soon!

CORNING DOUBLE-TOUGH Dinnerware

Consumer Products Division, Corning Glass Works, Corning, New York

DIED . . .

Ambrose L. Suhrie, professor emeritus of education, New York University, in Pasadena, Calif., at the age of 81. Dr. Suhrie joined the faculty of the university's school of education in 1924 and was head of the school's graduate teacher college department from 1929 to 1941. After his retirement in 1943, he served as resident educational consultant to Southern Missionary College, Collegedale, Tenn. Prior to his work at N.Y.U., Dr. Suhrie was head of the Cleveland School of Education. He was author of a number of public school texts and editor of eight volumes on teacher education.

Walter C. Coffey, president emeritus of the University of Minnesota, at the age of 79. Dr. Coffey served as president of the university from 1941 to 1945. He was associated with the institution for 25 years.

Arthur A. Elder, specialist in labor and adult education, at the age of 56. Mr. Elder served as vice president of the American Federation of Teachers until two years ago, and previously had been president of the Michigan Federation of Teachers.

Lillian Lehman, editor of the *Kentucky School Journal* and consultant for professional services for the Kentucky Education Association, January 15, in Louisville.

Albert S. Taylor, former assistant superintendent in the Bronx, New York, at the age of 78. Mr. Taylor retired eight years ago.

Francis E. Slagle, superintendent at Whittemore, Iowa, at the age of 49.

John D. Rice, president of Wayne State Teachers College, Wayne, Neb., at the age of 55. Prior to his appointment at Wayne, Dr. Rice served as superintendent at Aberdeen, S.D., and Kearney, Superior, Arapahoe, Holbrook and Glenvil, Neb.

**"Our students praise our meals
...thanks to our staff and
modern *GAS* equipment"**

—Mother Sweeney
Newton College of the Sacred Heart

Newton College of the Sacred Heart, Newton, Massachusetts, is currently adding new buildings and facilities. One step in modernizing was to replace competitive cooking equipment with modern Gas equipment.

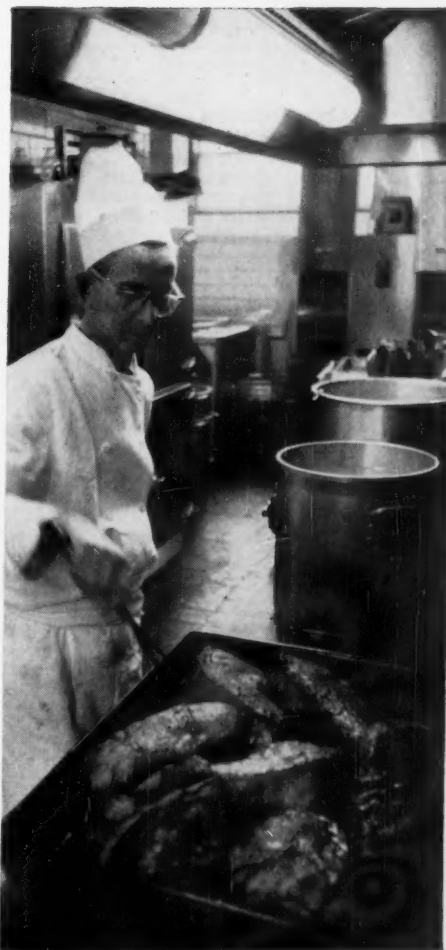
"I'm much more satisfied with Gas," says Chef Emil Beauchamp. "I find Gas so much faster. Our two Gas fryers are the fastest I've ever used. And they don't lose heat. We fry fillets of sole as fast as the girls come by."

Chef Beauchamp also likes the versatility of Gas. Preparing food for 300 healthy girls each noon calls for many different

temperatures for many different dishes . . . and with Gas, there's no valuable time lost for temperature recovery.

The Gas-fired, stainless steel equipment at Sacred Heart includes Vulcan ranges, fryers, and broilers; Savory toaster; 3-deck Blodgett oven; Vulcan Hart steam kettles; Market Forge steamer; Thermaduke dry table; and McDonald coffee urn.

For information on any institutional feeding problem, call your Gas Company commercial specialist and discuss the economies and results Gas and modern Gas equipment provide. *American Gas Association.*



THE BOOKSHELF

Printed publications of interest to school administrators are listed as received.

ADMINISTRATION

Aids to Community Analysis for the School Administrator. Published for the Cooperative Program in Educational Administration, Middle Atlantic Region. By Sloan R. Wayland, Edmund deS. Brunner, and Wilbur C. Hallenbeck. Bureau of Publications, Teachers College, Columbia University, New York. Pp. 51. \$1.

Administering Community Education. By Ernest O. Melby, dean, school of education, New York University, Prentice-Hall, Inc., 70 5th Ave., New York. Pp. 314. \$6.

Education's Meeting at the Summit. Portfolio of speeches, summary reports of White House Conference on Education. National School Public Relations Association, 1201 16th St., N.W., Washington 6, D.C. \$1.

Group Processes. A breakthrough in the preparation of educational administrators. By Kenneth E. McIntyre. Detailed description of group processes in the summer program, Foundations in Educational Administration. Southwestern Cooperative Program in Educational Administration, Austin, Tex.

Iowa's Consolidated Schools. By George S. May, research associate, State Historical Society of Iowa. "Palimpsest," January 1956. Published by the State Historical Society of Iowa, Iowa City. Pp. 64. 25 cents.

Students Help Improve the Curriculum in Indiana. By Arthur Hoppe. Bulletin of the school of education, Indiana University,

Vol. 32, No. 1. Indiana University Bookstore, Bloomington. Pp. 55. \$1.

ADULT EDUCATION

Adult Reading. The Fifty-Fifth Yearbook of the National Society for the Study of Education. Part II. Edited by Nelson B. Henry. University of Chicago Press, Chicago 37. Pp. 279. \$4.

CURRICULUM

American Values and Problems Today. By Chester D. Babcock, director of curriculum and instruction, Seattle, and I. James Quillen, dean of education, Stanford University. A text for senior problems courses. Scott, Foresman and Co., 433 E. Erie St., Chicago. Pp. 528. \$3.96.

Free and Inexpensive Learning Materials. Seventh Edition. Division of Surveys and Field Services, George Peabody College for Teachers, Nashville 5, Tenn. Pp. 244. \$1.

Guaranteed for Life. Your rights under the United States Constitution. By Bruce Allan Findlay. Prentice-Hall, Inc., 70 5th Ave., N.Y. Pp. 137. \$2, cloth; \$1.33, paper.

Social Studies for Children. 1955-56 membership service bulletin. Association for Childhood Education International, 1200 15th St., N.W., Washington 5, D.C. Pp. 40. 75 cents.

Pennies in Their Pockets: Helping Children Manage Money. Better Living Booklet. By Sidonie M. Gruenberg, special consultant, Child Study Association of America, and Hilda Sidney Krech. Science Research Associates, 57 W. Grand Ave., Chicago. Pp. 48. 50 cents.

Curriculum Development in the Elementary Schools. New York City Board of Education, 110 Livingston St., Brooklyn. Curriculum bulletin No. 1, 1955-56. Pp. 158.

Census Atlas Maps of Latin America, Central America. Portfolio prepared by the U.S. Bureau of the Census with the International Cooperation Administration, U.S. Department of Commerce, U.S. Govt. Prtg. Off., Washington 25, D.C. \$1.

Lettering Techniques. By Martha F. Meeks, teaching materials department, visual instruction bureau, University of Texas. Visual Instruction Bureau, University of Texas, Austin. Pp. 33. \$1.

Learning About Tests. Junior Life Adjustment Booklet. By Joseph C. Heston, professor of psychology, Albion College, Albion, Mich. Science Research Associates, 57 W. Grand Ave., Chicago. Pp. 40. 50 cents.

Folk Dance Guide. Sixth annual edition. Directory of instruction groups, annual events, bibliography. Edited and published by Paul Schwartz, P.O. Box 342, Cooper Station, 93 4th Ave., New York. Pp. 24. \$1.

Oral Aspects of Reading. Supplementary Educational Monograph No. 82. Edited by Helen M. Robinson. University of Chicago Press, 5750 Ellis Ave. Pp. 166. \$3.50.

Shop Organization and Management. By Gilbert G. Weaver, director of training, New York State Education Department. For vocational and industrial arts teachers. Pitman Publishing Corp., 2 W. 45th St., N.Y. Pp. 183.

You and TV. By Robert Stollberg, professor of physical science and education



SUPERIOR SCHOOL FURNITURE

Construction of selected Appalachian kiln-dried Beech. Desk units with mortise and pegged tenon; chairs with spiral-grooved dowels and rigidly glued corner blocks. In Natural, Warmtone, or School Brown. Line also includes Movable Chair Desks, Tables, Tablet Arm Chairs, and Teachers Desk.

Also available with plastic surface.

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Ideal for classroom or auditorium, this new, larger organ, the ARTIST, by CONN, is the all-around favorite of those who want a really fine moderately priced instrument. Compare the tone, the "voices" and the performance—with any other organ. Choose CONN and your school will have America's Finest. C. G. CONN Ltd., ORGAN DIVISION, Department 430, Elkhart, Indiana.



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The NATION'S SCHOOLS

Greater freedom in room arrangement



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at San Francisco State College. Edited by Paul Branwein, chairman, science department, Forest Hills High School, New York. How a television picture gets from the studio to the living room. Science Research Associates, 57 Grand Ave., Chicago. Pp. 56. 60 cents.

Understanding the Other Sex. Life Adjustment Booklet. Science Research Associates, 57 W. Grand Ave., Chicago. Pp. 48. 50 cents.

The Tenth Wonder, Atomic Energy. By Carleton Pearl, public relations director, school of engineering, Columbia University. Little, Brown and Co., 34 Beacon St., Boston. Pp. 129. \$3.

Arithmetic in the Elementary Schools. A curriculum guide prepared by the division of elementary education, Baltimore. Bureau of Publications, Baltimore Public Schools. Pp. 145. \$1.

Mathematics 1-2. Division of Elementary Schools; division of curriculum development, New York City Board of Education, 110 Livingston St., Brooklyn. Pp. 91.

Curriculum Bulletins. New York City Board of Education: Course of Study: Language Arts, Grades 1-6; pp. 74. Course of Study, Industrial Arts, Grades 10-11-12, pp. 44. Course of Study in Distribution, pp. 42.

General Woodshop. Teacher's Work Manual, Grades 7-8-9. New York City Board of Education, 110 Livingston St., Brooklyn.

DIRECTORIES

Education Directory, 1954-55, Part 4: Education Associations. U.S. Office of Education, U.S. Govt. Prtg. Off., Washington 25, D.C. Pp. 56. 25 cents.

EDUCATION IN OTHER COUNTRIES

Current School Enrollment Statistics. UNESCO. Recent figures on school enrollment in different countries. UNESCO Publications Center, 475 5th Ave., New York. Pp. 43. 40 cents.

GUIDANCE

More People—for Careers of Service to the Families and Communities of the Nation. Materials for distribution and display on careers in health, supplementary to the **Health Careers Guidebook**, published last fall. Health Careers Horizons, 1790 Broadway, New York 19. Free.

You Can Win a Scholarship. By Samuel C. Brownstein, Mitchel Weiner, and Stanley Kaplan. Comprehensive listing of scholarship sources, public and private. Barron's Educational Series, Inc., Great Neck, N. Y. Pp. 448. \$2.98, paper; \$4.95, cloth.

HIGHER EDUCATION

The Public Junior College. The Fifty-Fifth Yearbook of the National Society for the Study of Education. Part I. Edited by Nelson B. Henry. University of Chicago Press, Chicago 37. Pp. 347. \$4.

Opening (Fall) Enrollment in Higher Educational Institutions 1955. By William A. Jaracz, head, statistical services section, U.S. Office of Education. Circular No. 460. U.S. Govt. Prtg. Off., Washington 25, D.C. Pp. 46. 35 cents.

INSTRUCTION

Helping the Non-Reading Pupil in the Secondary School. By Harrison Bullock. Bureau of Publications, Teachers College, Columbia University. Pp. 179. \$3.75.

LAW

The Yearbook of School Law 1956. By Lee O. Garber, professor of education, University of Pennsylvania. Review of decisions of high courts relevant to the field of education, arranged by subject matter: education and government, school districts and school officers, school district organization, liability of school districts, officers and employees, school property, school finance, teachers and other employees, pupils and pupil services, and other particularly significant cases decided in the last year. Lee O. Garber, school of education, University of Pennsylvania. Pp. 126. \$2.75.

MAINTENANCE

Floor Maintenance Manual. Second edition revised. Trade Press Publishing Co., 413 E. Michigan St., Milwaukee. Pp. 184. \$2.

PHILOSOPHY OF EDUCATION

About People and Teaching. By Robert E. Bills, associate professor of psychology, University of Kentucky. Perceptual theory of behavior and its relation to education. "Bulletin of the Bureau of School Service," December 1955, No. 2. College of Education, University of Kentucky, Lexington. Pp. 77. \$1.

(Continued on Page 182)

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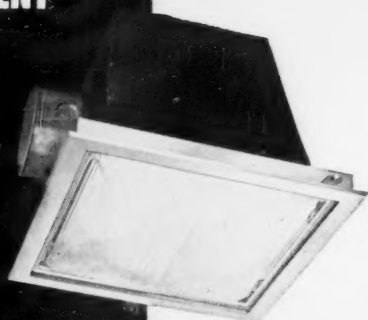
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Public Schools in Our Democracy. By Lawrence A. Cremin, associate professor of education, Teachers College, Columbia University, and Merle L. Borrowman, assistant professor of education, University of Wisconsin. Macmillan Co., 60 5th Ave., New York. Pp. 226. \$2.64.

RESEARCH

Research Studies in Education, 1954. A subject index of doctoral dissertations, reports and field studies and a research methods bibliography. Compiled by Stanley B. Brown, Mary Louise Lyda, and Carter V. Good. Phi Delta Kappa, Inc., Bloomington, Ind. Pp. 91. \$3.50.

Steps to Action Research. By Christine V. Brannan, research and exchange committee, Gulf School Research Development Association, 3801 Cullen Blvd., Houston, Tex. Pp. 15.

RURAL EDUCATION

Rural Education and the Training of Rural School Teachers. Education abstracts: November and December 1955. Nos. 9 and 10. UNESCO. UNESCO Publications Center, 475 5th Ave., New York. Pp. 57. 20 cents.

SECONDARY EDUCATION

Attendance in Selected Texas Secondary Schools. By Kenneth A. Walmscott, coordinator, pupil personnel, services and research. Research bulletin No. 18. Texas Study of Secondary Education, Austin, Tex. Pp. 31. 50 cents.

Secondary School Journalism. Current Practices and Trends in Texas High Schools. By Alan Scott, associate professor, school of journalism, University of Texas. Research Study No. 19. Texas Study of Secondary Education, University of Texas, Austin.

The Regional Project in Secondary Education. Evaluation of a Program of Co-operative Curriculum Development. By T. Bentley Edwards. University of California Publications in Education, Vol. 12, No. 1. The University of California Press, Berkeley. Pp. 62. \$1.

SPECIAL EDUCATION

A Survey of the Education of Gifted Children. Supplementary Educational Monograph No. 83. By Robert J. Havighurst, Eugene Stivers, and Robert F. DeHaan. The University of Chicago Press, 5750 Ellis Ave., Chicago. Pp. 114. \$1.50.

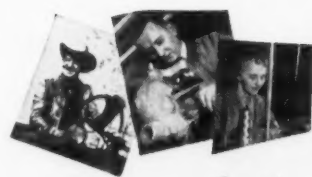
TEACHER EDUCATION

An Introduction to the Study of Education. Revised edition. By George Willard Frasier, lecturer in education, Stanford University, and president emeritus, Colorado State College of Education. Harper & Bros., 49 E. 33d St., New York. Pp. 459. \$5.50.

Readings in Education. Edited by Arthur Foff, San Francisco State College, and Jean D. Grambs, supervisor of adult education, Prince George's county, Maryland. Readings for beginning students in education. Pp. 465. \$4.50.

The Liberal and Technical in Teacher Education. By Merle L. Borrowman. A historical survey of American thought. Bureau of Publications, Teachers College, Columbia University. Pp. 247. \$5.

Teacher Education for a Free People. Donald P. Cottrell, dean, college of educa-



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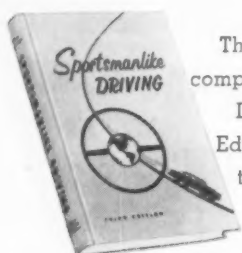


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tion. Ohio State University. American Association of Colleges for Teacher Education, 11 Elm St., Oneonta, N.Y. Pp. 45. \$4.

Teaching in the Elementary School. By Herbert J. Klausmeyer, associate professor of education, University of Wisconsin; Katherine Dresden, associate professor of education, Chico State College, Chico, Calif.; Helen C. Davis, late professor of elementary education, Colorado State College of Education, and Walter A. Wittich, professor of education, University of Wisconsin. Harper & Bros., 49 E. 33d St., New York. Pp. 614. \$4.75.

The Teacher and the Child. Personal interaction in the classroom. By Clark E. Moustakas, Merrill-Palmer School, Detroit. McGraw-Hill Book Co., Inc., 330 W. 42d St., New York. Pp. 265. \$4.50.

UNITED NATIONS

How to Find Out About the United Nations. Department of Public Information, United Nations, New York. Facts about the United Nations and material available. Pp. 76. 25 cents.

VOCATIONAL EDUCATION

Vocational Education and Practical Arts in the Community School. By Harold M.

Byram, professor and chairman, agricultural education service, department of vocational education, Michigan State University, and Ralph C. Wenrich, professor and chairman, department of vocational education and practical arts, University of Michigan. Macmillan Co., 60 5th Ave., New York.

Public Vocational Education Programs. Characteristics of programs under provisions of the federal vocational education acts. Pamphlet No. 117, U.S. Office of Education, U.S. Govt. Prtg. Off., Washington 25, D.C. Pp. 16. 15 cents.

FROM SCHOOL DISTRICTS

Living and Learning in the Elementary Schools. Public Schools, Minneapolis.

Teaching Opportunities in Milwaukee. Public Schools, 1111 No. 10th St., Milwaukee. A prospectus for teachers. Pp. 11.

Schools and a Good Community—A Study of School Needs in Morningside Heights. By John E. Marshall, educational consultant. Morningside Heights, Inc., 90 Morningside Dr., New York. Pp. 16.

Superintendent's Annual Report. 1955. Independent School District, Dallas, Tex.

COMING EVENTS

MARCH

22-25. National Association of Deans of Women, N.E.A., national convention, Cincinnati.

25-30. American Association for Health, Physical Education and Recreation, jointly with Midwest Regional Conference, N.E.A., national convention, Chicago.

25-29. American Personnel and Guidance Association, annual convention, Washington, D.C.

APRIL

1-6. Association for Childhood Education International, 1956 Study Conference, Washington, D.C.

5-7. Southeastern Association of School Business Officials, fifth annual convention, Louisville, Ky.

8-10. Midwest Regional Drive-In, jointly sponsored by American Association of School Administrators and N.E.A. Department of Rural Education, Omaha, Neb.

10-14. International Council for Exceptional Children, N.E.A., international conference, Minneapolis.

11-13. Schoolmen's Week, University of Pennsylvania, Philadelphia.

12, 13. Indiana School Business Officials, Purdue University, Lafayette.

12-14. School Business Officials of Missouri and Kansas, St. Joseph, Mo.

15-17. Southwest Regional Drive-In, jointly sponsored by American Association of School Administrators and N.E.A. Department of Rural Education, New Orleans.

18-20. California Association of Public School Business Officials, San Francisco.

MAY

4-5. Illinois Association of School Business Officials, Allerton Park, Monticello.

11, 12. International Reading Association, Morrison Hotel, Chicago.

20-23. National Congress of Parents and Teachers, 60th annual convention, San Francisco.

JUNE

17-21. National Association of Student Councils of the National Association of Secondary-School Principals, N.E.A., 20th annual national conference, Toledo, Ohio.

JULY

1-7. National Education Association, 94th annual meeting, Portland, Ore.

2-5. National School Public Relations Association, N.E.A., 21st annual meeting, Portland, Ore.

9-14. National School Public Relations Association, public relations seminar, San Francisco.

20-25. National Audio-Visual Convention, Chicago.

AUGUST

26-31. National Conference of Professors of Educational Administration, 10th annual meeting, University of Arkansas.

OCTOBER

2-5. National Council on Schoolhouse Construction, annual meeting, Washington, D.C.

7-11. Association of School Business Officials of the United States and Canada, 42nd annual convention, Washington, D.C.

14-17. County and Rural Area Superintendents, N.E.A., 11th national conference, Atlanta, Ga.

NOVEMBER

11-17. American Education Week.

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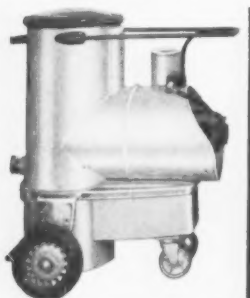
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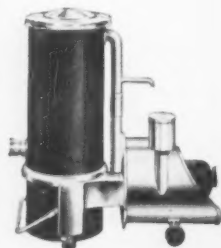
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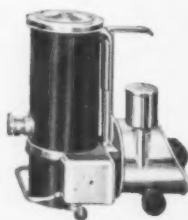
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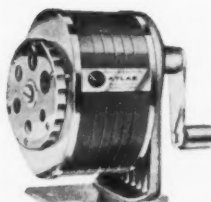
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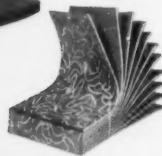
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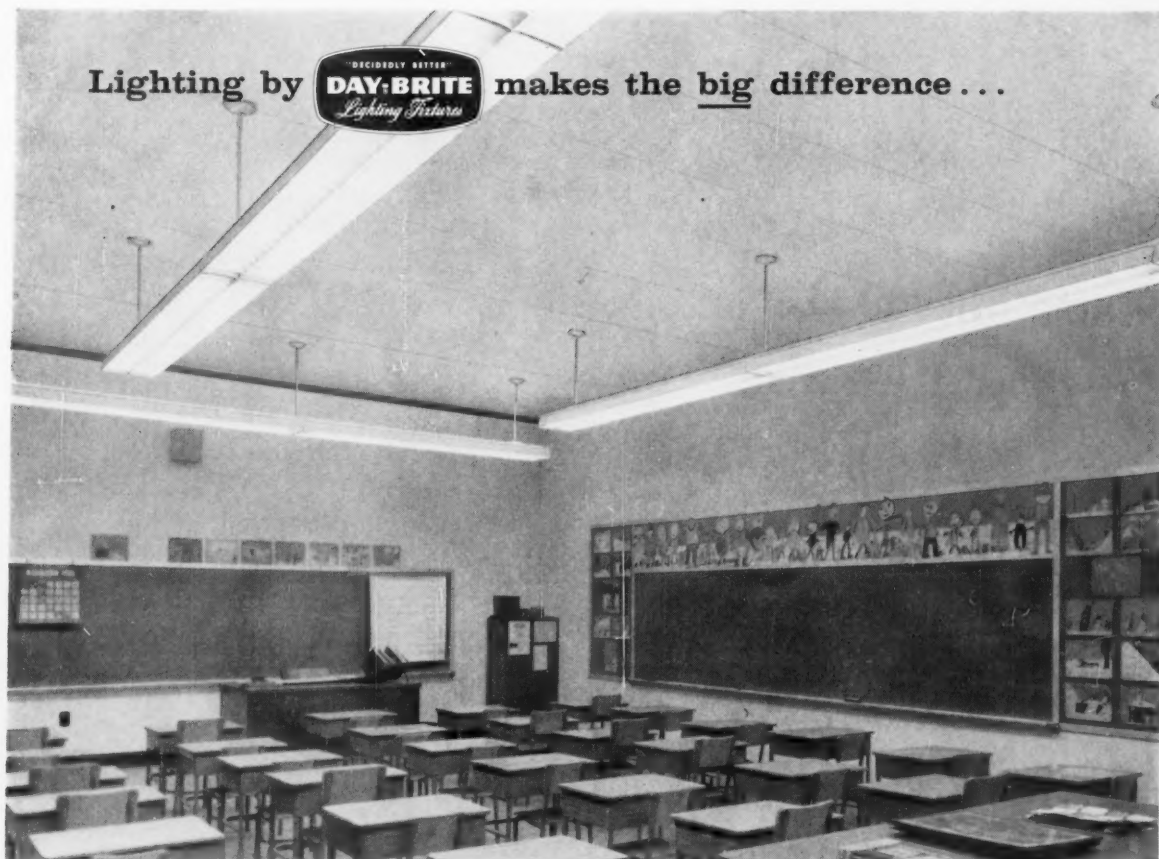
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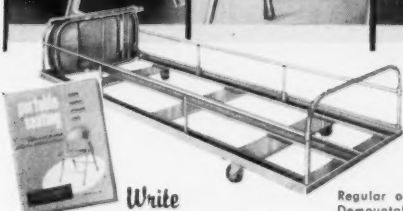
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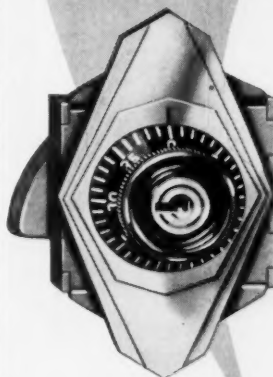
For new, complete line catalog No. 600 as well as brochure 100.

KRUEGER
METAL PRODUCTS • GREEN BAY • WISCONSIN

leading
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NATIONAL LOCK



*built-in
Combination
Locks*

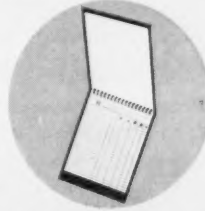
**for dependable
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Soundly engineered, ruggedly made, National Lock built-in Combination Locks assure positive locker security. Three-number dialing... special self-locking feature (combination is disarranged when door is closed)... easy-to-read dial... all mean convenience in use and troublefree service. Leading locker manufacturers look to National Lock... make certain you specify these superior locks on the new lockers you buy. Available with or without masterkey feature.

**EFFICIENT
LOCKER CONTROL**

Master charts for lock records, complete with leatherette binder, are supplied **FREE** with quantity lock purchases. Ask about them.

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NATIONAL LOCK COMPANY
Rockford, Illinois • Lock Division

Now Rauland ALL-FACILITY Central Control Dual-Channel SCHOOL SOUND SYSTEMS

Unsurpassed Educational Tool: The RAULAND S220 All-Facility Console gives you modern, smooth administrative control of the entire school plant. Available to serve up to 80 rooms, the system performs every conceivable function: distribution of administrative information, radio broadcasts, recorded music, school entertainment, instruction—plus instant 2-way intercommunication with all classrooms. Available also in S120 Console model, less desk. The last word in School Sound—quality-built to remain modern for years.

Your Choice of Every Desirable Program Facility

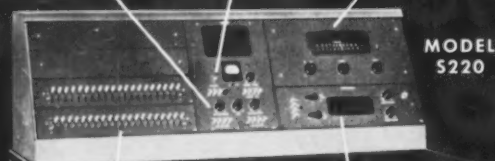
Program Panel

Selects any of 3 microphones or Room Return; mixes with any of 4 programs: Radio, Phono, Recorder or Remote Line. (Second program channel is combined with intercom panel.)

One-Operation Emergency, All-Call and Pre-select Switch

FM-AM Radio

Selects any radio program on the complete FM band or the entire AM standard broadcast band.



**MODEL
S220**

Intercommunication

Permits 2-way conversation with any room; as second program channel, selects any of 2 microphones, radio or phonograph.

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Selects any or all rooms (available with up to 80 room capacity) for all program distribution functions.

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Choice of Automatic Changer playing all record sizes and speeds, or Transcription Player playing up to 16" records of all speeds.

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3515-N West Addison St., Chicago 18, Ill.

Send full details on RAULAND School Sound Systems. We have classrooms; auditorium seats

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More schools are finding that the lock with the "click" offers the utmost in security — yet the quickest and easiest to operate. Available with or without master key. Locks are numbered serially. Service records furnished free.

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*** LIFETIME EFFICIENCY**
DRAWING TABLE
makes good your investment

Rigid welded steel stands up under hard use, even abuse! Boards equipped with zinc plated steel end-cleats. Fingertip adjustment of board to any desired working angle. Large all-steel drawers operate smoothly on nylon glides. Hammertone enamel finish. Drawing surface, 22" x 24", reference surface, 22" x 10"; also available with undivided top in many sizes. 30" to 37" heights. Also available with steel or hardwood tops.



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Filing Cabinets,
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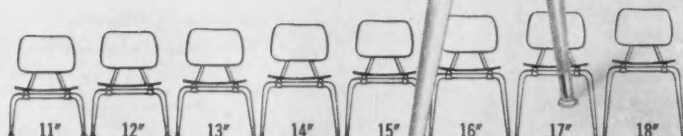


SCHOOL FURNITURE BY KUEHNE...ultimate in styling, (SAY "KEE-NEE") quality and lasting value!

This is furniture that surpasses the demands of forward-looking school planners—furniture of graceful, functional design, as beautiful as it is practical—furniture made for comfort and fatigue-free learning—that defies the abuse of time—that resists the wear and damage of continuous daily use—that offers the utmost in service and delivers much more in value than its modest cost implies. For this is Kuehne classroom furniture—an achievement culminating 33 year's experience.

Write for **NEW** full-color catalog

EIGHT
SIZES:



STACKING CHAIR

Simplifies storage, recovers space easily, quickly, by nesting one above the other. Legs, 1½" tapered tubular steel with ferrule-type self-leveling, rubber-cushioned glides. Seat and back, 5-ply hard-wood impregnated with water-resistant resin. Three colors and satin chrome.

CAFETERIA ALL-PURPOSE CHAIR

Identical to stacking chair except leg spread is reduced for placing closer together. 16" and 17" heights only. Non-stacking.



Another Kuehne Exclusive!



Self-leveling glides of stainless steel always stay level, even when furniture is tilted; won't mar floors; are completely interchangeable.



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World's Largest Manufacturer of Tubular Furniture

DISTRIBUTORS: Inquire about the few choice territories still open.

Why do modern school systems install Mutschler?

The school homemaking kitchen and laundry are two of the department's most vital areas. And, they should simulate home conditions as nearly as possible. Schools rely on Mutschler equipment and planning help because they benefit by the experience of a company that has been the "first name in kitchens since 1893."

Schools also receive help in planning complete homemaking departments with Mutschler cabinetwork of finest northern maple construction. Cabinets are available in a choice of catalytic natural grain or colored enamel finishes. These finishes are practically impossible to scratch, and are impervious to household solutions and solvents. Write your nearest Mutschler sales representative below for complete information, without obligation.

Architects: See Sweet's Architectural File, 24b/Mut and 23d/Mu.



Partial view of adjoining laundry facilities.



A modern Mutschler school kitchen. Note latest home kitchen features and efficient working pattern.

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SCHOOL EQUIPMENT, INC.—Syracuse 3, N. Y.; New York State
AMERICAN SEATING CO.—Philadelphia 30, Pa.; Pennsylvania, New Jersey (southern), Delaware
QUEENS EQUIPMENT CO.—New York, N. Y.; New York City
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SOUTHEAST and SOUTH

SOUTHERN DESK COMPANY—Hickory, N. Carolina; Maryland, West Virginia, Virginia, North Carolina, Tennessee, Mississippi
AMERICAN SEATING CO.—Atlanta 3, Georgia; South Carolina, Georgia, Alabama, Florida
ALL STATE SUPPLY CO.—Little Rock, Arkansas; Arkansas

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HAIDEMAN-HOMME CO.—St. Paul 4, Minnesota; Minnesota
V. A. STUMP—Middleton, Wisconsin; Wisconsin, Michigan (upper)
P. O. WILKINS—Dearborn, Michigan; Michigan (lower, except southwestern)
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BURNS SALES COMPANY—Indianapolis 8, Ind.; Indiana (southern and central)

KYSER SALES COMPANY—Warren, Ohio, Ohio
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CENTRAL

HOOVER BROTHERS—Kansas City 6, Missouri, Nebraska, Kansas, Missouri (western)
CENTRAL SCHOOL SUPPLY CO.—Louisville, Kentucky; Kentucky
LEN A. MAJINE CO.—St. Louis, Mo.; Missouri (eastern)

SOUTHWEST

W. C. HIXSON COMPANY—Dallas 2, Texas; Louisiana, Oklahoma, Texas, New Mexico
PDSW SUPPLY COMPANY—Phoenix, Arizona; Arizona

WEST

AMERICAN SCHOOL SUPPLY CO.—Denver 2, Colo.; Colorado, Wyoming (eastern)
MULL EQUIPMENT COMPANY—Salt Lake City 2, Utah; Utah, Nevada, Idaho, Wyoming (western), Montana
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MUTSCHLER BROTHERS CO.—Nappanee, Indiana; Oregon, Washington, North Dakota, South Dakota



Close-up of built-in oven and range.

FOR

Food Laboratory
Laundry Area
Arts and Crafts
Clothing Laboratory
Sewing Laboratory
Home Management Area
Child Care Area
General Storage Areas



Finest in domestic and institutional cabinetwork since 1893!

What's New FOR SCHOOLS

APRIL 1956

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 224. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your request to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

Safety and Comfort Are Features of Schoolmaster

An added margin of protection for pupils and other passengers has been



built into the new International model S-163 Schoolmaster bus. Safety, comfort and operating economy are special features of the new bus. Frames, drive line units, axles, brakes and springs are said to meet all established standards for school buses and to exceed most of them.

Model S-163, with 42, 48 or 54 passenger bodies, is available in 172, 190 or 220 inch wheelbase and is powered by the 140 h.p. International Black Diamond 264 engine that comes optionally equipped for operation on LP gas. This model is one of a series of school bus chassis in the "S line" recently announced by International. Passenger capacities of other International Schoolmaster models range from 16 to 66. International Harvester Co., 180 N. Michigan Ave., Chicago 1.

For more details circle #1 on mailing card.

Agatine Floor Tile Provides Quiet Comfort

A new type of resilient floor tile, featuring a multicolored effect derived from the gem stone agate, is now being manufactured by the B. F. Goodrich Company's flooring division. Named "Agatine," the new floor covering provides the quiet and comfort of rubber. The super-dense surface eliminates dirt-catching surface pores, which makes for easier cleaning. The intricate coloring and symmetrical markings of the pattern are so arranged that flecks or footmarks are hardly visible.

No laminates or surface finishes are used to achieve the distinctive color effect. A special process makes Agatine a homogeneous material with the many colored, banded, agate-like structure extending throughout the full thickness. The tile resists the scuffing and scraping of the heaviest foot traffic encountered on institutional and other floors.

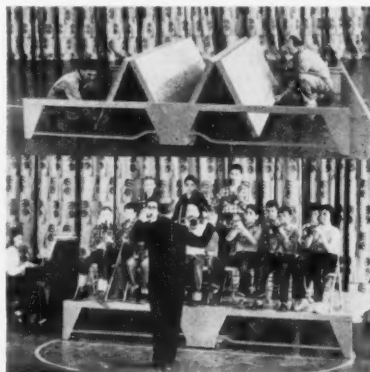
Agatine is manufactured in a variety of colors in standard 9 by 9 tiles. It comes in $\frac{1}{8}$ inch thickness for heavy traffic areas and in 80 gauge for lighter traffic areas. B. F. Goodrich Co., Flooring Division, Watertown, Mass.

For more details circle #2 on mailing card.

Portable Stage Folds to 19 Inches

A new portable folding stage suited to the needs of schools and other institutions has been introduced by Midwest Folding Products.

When open the stage is 11 feet 8 inches by 8 feet and when completely folded the stage is only 19 inches wide. It is constructed of heavy gauge steel, multi-formed for added strength. The floor is $\frac{3}{4}$ inch plywood and all parts



are electro-welded. The stage has no loose parts, no nuts or bolts and no tools are required to erect it. Four heavy duty swivel casters with rubber tires make the stage readily mobile. It is available in either 18 or 24 inch heights. Midwest Folding Products, Roselle, Ill.

For more details circle #3 on mailing card.

Rugged Industrial Design in Shop Equipment

Rugged, functional steel benches and cabinets designed and built to meet the specific needs of school shops and manual training classes are now being manufactured by the Standard Pressed Steel Company. Basic characteristics of the new Hallowell line of school equipment are: functional design, interchangeable components and accessories, and standard components such as legs, tops and drawers that can be arranged in many ways

to suit the needs of an individual shop or type of work.

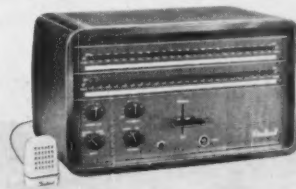
Available are benches and tables for woodworking, sheetmetal work, layout work, soldering, electrical work, and stain and finish work; a drawing table with built-in storage space for drawing boards; cabinets for tool storage; a book and apron storage rack; and a number of accessories, including bench drawers, drawer tiers, storage wall units, and shop stools and chairs. Hallowell Division, Standard Pressed Steel Co., Box 536, Jenkintown, Pa.

For more details circle #4 on mailing card.

Two-Way Communications and Program Facilities

Two-way communications and "all-paging" facilities for a total of up to 48 speaker lines are provided in Rauland-Borg Corporation's Model S224 Intercom System for school and institutional use. S224 has a 30 watt amplifier with input connections for remote microphone, radio, phonograph and tape recorder. A volume level indicator is provided for control of room speaker volume. A master control of program volume level and control of outgoing speech on a two-way conversation as well as control of monitor speaker and incoming volume, are also provided.

Matching FM-AM radio and three-speed phonograph unit, Model S404, is available for use with S224 system to provide complete facilities for distribution and control of radio and phonograph programs. S404 includes quality FM-AM radio tuner and three-speed record player to accommodate records of all speeds and sizes up to 12 inch. Matching units are designed to stack compactly and conserve desk space, housed in all



steel two-tone blue-gray cabinet measuring $18\frac{1}{2}$ by 11 by 10 inches. Rauland-Borg Corp., 3515 W. Addison St., Chicago 18.

For more details circle #5 on mailing card.

(Continued on page 194)

What's New...

Peabody Desk and Chair in Modern Design

The two items pictured are additions



to the interesting new line of classroom furniture designed for Peabody Seating by John Hauser Associates. The #70 Open Front Table has an interesting pedestal base which is strong and sturdy and gives maximum knee room for students. The roomy open bookbox is easily entered for books and supplies as well as for cleaning. Fibresin is used for the plastic desk top to ensure years of use with continued attractive appearance.

The #800 Single Chair has molded fiberglass seat unit which is designed for correct posture with the maximum comfort. It is available in sizes 12 through 18 inches high for various classroom needs. The sturdy steel base is designed to withstand the hardest wear. The new

units are contemporary in design, functional in purpose and attractive in appearance. They require minimum of maintenance and are sturdily constructed. **The Peabody Seating Co., Inc., North Manchester, Ind.**

For more details circle #6 on mailing card.

Super Selvage on Name Woven Towels

A new super selvage, with exceptionally high tensile strength, is now being produced on name woven turkish towels manufactured by Dundee Mills, as well as on most of the plain white Dundee turkish towels. Said to be stronger than the average hemmed or turned selvage, the new weave was developed to eliminate the possibility of retention of washing chemicals in the fold of hemmed or turned selvages, and the unevenness of shrinkage. **Dundee Mills, Griffin, Ga.**

For more details circle #7 on mailing card.

Heating Unit Provides Instantaneous Hot Water

A special heating unit in the new Alpha Instantaneous Coffee, Tea and Hot Water Maker produces hot water in a minimum of time. The Underwriters Laboratories approved unit takes water from the cold water line and produces

hot water in the temperature desired, thermostatically controlled, giving a rate of flow of water that will brew a 12 cup decanter of coffee, or tea concentrate, in two minutes and 45 seconds. It produces hot water at the rate of 12 cups in a minute and three-quarters. As many decanters as desired may be filled in succession without any drop in temperature, according to the report.

The Hot Water Maker is an instantaneous electric heater which is not affected by hard water or impurities found in water. It is equipped with carbon elements which prohibit the accumulation of calcium salts, eliminating the need for replacements and cleaning. The unit is 10½ inches wide, 14 inches deep and 17



inches high. It is easily connected to cold water and electricity lines. **Lyons-Alpha Products Co., Inc., 469 Broome St., New York 13.**

For more details circle #8 on mailing card.

(Continued on page 196)

Use or abuse... EVERETT STANDS UP



From its "full cast" plate and hard maple pin plank to its double veneered case, every detail of this special piano is engineered for long, hard service. But that's not all. What is even more important is the beautiful tone of an Everett Style 10. Extra string length needed for full, resonant tone is provided by the 44-inch height. Full-size action and carefully selected 12 pound hammers permit unexcelled playing ease. Before you choose any school piano, investigate the Everett Style 10 — choice of hundreds of schools. And . . . one of the lowest-priced.

Everett Piano Co., Div. of Meridan Corp.,
South Haven 6, Mich.

FACTS!

A copy of "Report 10," a factual rundown on school piano specifications, is yours on request.



America's most popular school piano!



Should **your school** be run as efficiently as a modern office?

Your profession is teaching young people the skills that will help them succeed in the world of the modern office.

We of Dictaphone Corporation believe that training in Dictaphone TIME-MASTER transcription has its vital place in this curriculum.

And yet . . . are you taking advantage personally of your own teaching? Are you speeding your own communication . . . your letters, memos, reports, ideas . . . by means of the world's most accepted and trusted dictating machine, The Dictaphone TIME-MASTER?

You owe it to yourself to gain the extra time . . . relaxation . . . fluency that TIME-MASTER dictating invariably bestows.

And, we feel, you owe it to your pupils to run your office along the efficient lines they'll discover in the business world . . . along TIME-MASTER lines.

Why TIME-MASTER instead of a less well-known dictating machine? Consider these Dictaphone exclusives:

Only DICTAPHONE has the plastic DICTABELT record . . . unbreakable, mailable, filable, crystal-clear, non-erasable, visible during dictation, and most economical.

Only TIME-MASTER is so durably engineered for the hard knocks of office and travel . . . so reliable . . . so easy to operate.

Only DICTAPHONE offers such quick service by company-trained representatives nearly everywhere across the country.

Only DICTAPHONE has gained complete, world-wide acceptance . . . selling twice as many dictating machines as anyone else.

We'd be glad to tell you more about TIME-MASTER for your own use. And about Dictaphone's School-Rental-At-Cost Plan for use in your classrooms. There's a Dictaphone office near you—or write Dictaphone Corporation, Educational Division, 420 Lexington Ave., New York 17, N. Y.

DICTAPHONE CORPORATION

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to UNIVERSITY**

... from

**CLASSROOM
to AUDITORIUM**

with Exclusive Features
including:

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- VARIPOLE Variable Speed
- PROFESSIONAL High Fidelity

FIFTEEN
DIFFERENT
MODELS
TO MEET
EVERY
SCHOOL
REQUIRE-
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\$122.50 School et

illustrated...

MODEL 12V-5

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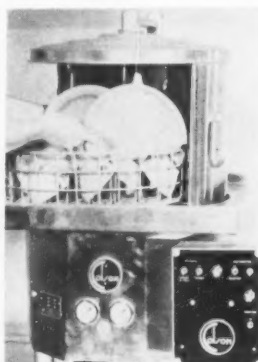
CALIFONE CORPORATION

1041 North Sycamore Avenue
Hollywood 38, California

What's New...

Institutional Dishwasher Is Compact Unit

Up to 960 dishes or 1200 glasses can be handled per hour in the new Colson



institutional dishwasher. The compact unit has a 1/2 h.p. single phase motor and operates on 115 volts. Dish racks in the round washing chamber are made of "plastisol" coated welded wire. The machine is designed to handle forty rack loads per hour.

A revolving jet sprayer at the top and bottom of the washing chamber creates a violent water striking force which completely cleans dishes, glasses and silverware. An electric immersion heater keeps the rinse water supply at 180 degrees. The revolving hood of the washing chamber permits racks of dishes to be loaded at one end and removed at the other. Leg construction of the machine permits adjustments for uneven floors. The Colson Corporation, Elyria, Ohio.

For more details circle #9 on mailing card.

Grounding Receptacle for Two Separate Circuits

A new three wire, two wire Combination Duplex Grounding Receptacle is now available which provides for two separate circuits with a common ground. The new receptacle provides current, from the same outlet, to operate an appliance which requires three wire, 15 ampere, 250 volt service and any other appliance requiring only two wire, 15 ampere, 125 volt service. Special slots are provided for each service, eliminating the possibility of errors in plugging appliances in to the power supply. Installation is easy, fast and economical with the new receptacle. The Arrow-Hart & Hegeman Electric Co., 103 Hawthorn St., Hartford 6, Conn.

For more details circle #10 on mailing card.

Fiberglass Window Panes in Daylighting Colors

A new Skylight Green fiberglass pane with light transmission of 65 replaces the former Skylight Green with light transmission of 80 offered by the Corrugulux Division of L.O.F. Glass Fibers Company. With Skylight Green-65 for use

in more intense sunlight, the company now has Maxlite-85 for maximum light transmission consistent with good diffusion and color stability. Also in production is an improved Sky Blue with added color stability.

Corrugulux panes are shatterproof and may be nailed in place. The panes come in seven stock sizes and two finishes, both sides smooth or both sides crinkled. Panes may be pre-cut at no additional charge. Corrugulux Div., L.O.F. Glass Fibers Co., Box 20026, Houston, Texas.

For more details circle #11 on mailing card.

Revolutionary Lamp Design For All Lighting Purposes

Duro-Test's Fluomeric lamp is a new kind of light source, combining features of incandescent, fluorescent and mercury vapor lamps. It has a screw-in base that fits into the ordinary electric socket and is suitable for every lighting purpose. The lamp burns 12,000 hours or 16 times longer than the standard incandescent lamp.

A unitary structure, the lamp has twin incandescent filaments, a mercury vapor arc discharge tube and fluorescent coating. The filaments are both a source of radiation and internal ballasts, enabling the lamp to function without any external equipment. The three separate light sources give the lamp an extremely rich color range. Duro-Test Corp., North Bergen, N.J.

For more details circle #12 on mailing card.

Institutional Gas Ranges Have A.G.A. Approval

Efficient and safe operation in school kitchens and cafeterias is ensured by A.G.A. approval in the new RTX line of institutional gas ranges. They are ruggedly designed and constructed for long wear. Built-in features include Mini Top Pilot Lighting, Double Walled Shelf and aeration holes closed at ends. Improved draft at front and back and



other new features make the line effective for institutional use. Morley Mfg. Co., Mascoutah, Ill.

For more details circle #13 on mailing card.

(Continued on page 200)

Fall

If your pre-
 dened now -
 in advance

Southern D
 trained spec
 serving equi
 Southern E
 St. Louis 16

If your present feeding facilities are overburdened now—plan to meet the bigger load well in advance of the Fall needs.

**CAFETERIA LAYOUT
FROM ASSEMBLED SECTIONAL UNITS**

~12007E
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~12004
HOT STAND OR
FLAT TOP UNIT

~1746
BULLER
PANEL

~1344
COLD PAN
UNIT

~1450
FLAT TOP
UNIT

~06150
REFLECT.
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COLD PAN
UNIT

~05077
DISPLAY
STAND

~1430
FLAT TOP
UNIT

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PROTECTOR
GUARD

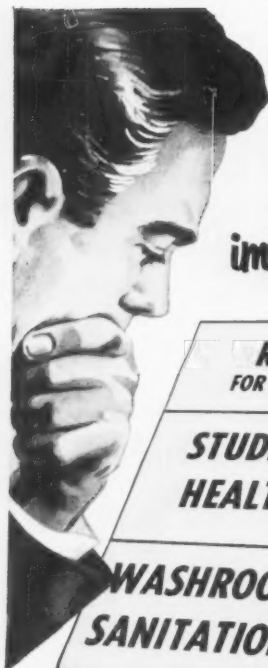
~13502
HOT FOOD
UNIT

~1130
TRAY & SINK
UNIT

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All equipment fabricated by Southern is approved by National Sanitation Foundation.





How would you
grade yourself
in these
important subjects?

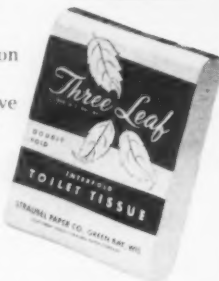
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STUDENT HEALTH	?
WASHROOM SANITATION	?

Straubel

TOWELS and TISSUES
insure the highest ratings
in health and sanitation

For the best in sanitation facilities — the best in student health protection, standardize on Straubel Washroom products and be sure! **STRAUBEL TISSUES** with their superior absorption drying qualities and wet strength features cost no more than competitive grades — yet save you more because fewer tissues are required. Full label banding keeps them free from dust and dirt in storage. Interfolded and roll types to meet every budget — fit all dispensers. Plus, **TEXTURIZED** roll tissues that dispense but two sheets at one time — eliminate costly, wasteful "streamers."

STRAUBEL TOWELS come in every price range and fit all standard single or multifold fixtures. They reduce costs because each towel dries more — and faster! Fast dispensing, they speed-up wash-room traffic over slow dispensing



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roll towels, eliminate prickly "streamers" and greatly reduce janitor refill and maintenance time.

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School and Gym Floors Our Specialty

MFMA grades and trade marked

See Sweet's file specs # 13J
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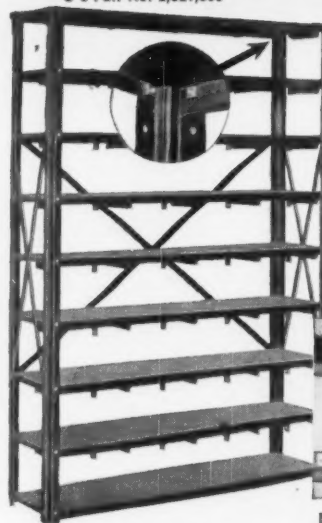
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Gym BASKET RACK



**Rigid Corner Posts—
Safer Recessed Hasps**

The Neubauer "TWIN-POST" corners are actually 2 posts with 3 strong corners (see inset circle). They keep the whole basket rack rigid and in line.

Note below how dividers guide and separate baskets and how hasp and padlock are nearly recessed inside shelf edge. Eliminates danger of cuts and bruises.



FREE ESTIMATES — Neubauer gym Basket Racks are made in capacity desired for any size basket and can be equipped with casters. Olive green or airline grey. Special colors available.

We also make Neubauer "Twin-Post" shelving in range of sizes. Write for literature.

Inquiries invited from school supply dealers.

NEUBAUER MFG. CO.

2027 Central Ave.
Minneapolis 28, Minnesota

Compact Planning characterizes unique school installation by *St. Charles*



WASHINGTON
JUNIOR HIGH SCHOOL,
NAPERVILLE, ILLINOIS
SELECTS UNITS BY
ST. CHARLES,
CUSTOM-BUILT OF STEEL,
FOR ITS NEW
HOME ECONOMICS
LABORATORIES

Home-unit kitchens, arranged in space-saving cluster, provide maximum convenience in minimum area.



Clothing construction units provide machine and work surfaces, on same level, for group instruction. Storage space in sewing center multiplied by full-height storage wall, incorporating tote tray, wardrobe, ironing board units and general storage.

Skilled planning was the key to St. Charles success in solving the problem presented by this school's needs. The demands made by continually increasing registration upon the modest area available for cooking and sewing classrooms required the careful application of St. Charles wealth of experience.

As a recognized leader in the practical planning and custom construction of home and institutional facilities, St. Charles was well equipped to meet these demands. Their suggested floor plan, permitting accommodation of maximum class groups, in uncluttered, homelike surroundings, is proving highly practical and wholly satisfactory in actual operation. We would appreciate an opportunity to advise with you on your problems in home economics equipment, from initial layout through final installation. Write for complete details.



"EDUCATION FOR LIVING"

Send for your free copy of "Education for Living," a recently published study of St. Charles products and their application to the homemaking classroom. Write



St. Charles CUSTOM EQUIPMENT

For the homemaking classroom • For the home kitchen

ST. CHARLES MANUFACTURING CO., 1615 E. Main St., St. Charles, Illinois

What's New ...

Steam Cooker for Cafeteria Pans

Hot plate luncheons or dinners can be easily and quickly served in quantities



with the new multi-purpose Cafeteria Pan Steam Cooker. Foods are portioned and arranged on standard 18 by 26 inch bake pans and placed in the steamer compartments. Cooked food portions are ready for transfer to service plates in three minutes. The steamer is also suited for cafeteria use in addition to quantity portion cooking. Food can be steam cooked in standard cafeteria plans and placed directly on serving tables, reducing handling, cleaning and scouring of pots and pans.

The Cafeteria Pan Steam-Chef is designed for gas, electric or direct steam operating. It is built to accommodate twelve standard 12 by 20 inch or 24 half-

size cafeteria pans. It can also be used with standard steaming baskets or with 18 by 26 inch trays. **The Cleveland Range Co., 3333 Lakeside Ave., Cleveland 14, Ohio.**

For more details circle #14 on mailing card.

Chalk-Off Cloth Efficiently Cleans Chalkboards

Chalk-Off Cloth is the name given a new chalkboard erasing product just announced. Tested in the Denver public schools, one of these dust cloths, impregnated with Velva-Sheen, cleaned a dozen large classroom chalkboards for a period of more than two weeks, the manufacturer declares. In addition, these slate boards were said to be improved in appearance. After the two weeks of use, the cloth was washed, retreated and put back to work. The cloth is said to absorb all dust leaving none to fall and increase the problem of floor cleaning. Chalk-Off Cloth comes in 36 inch widths and in rolls of 25, 10 and 5 yards length. **Majestic Wax Co., 2139 Blake St., Denver 2, Colo.**

For more details circle #15 on mailing card.

Plastic Tote Trays Save Space and Time

Plastic Tote Trays or drawer-bins for work materials for each student facilitate

(Continued on page 202)

class work and save time. Trays are filed in compact locker areas, taking a minimum of wall space, and each pupil keeps his materials and supplies together, readily available at time of need.

The tote trays are molded in one piece of U. S. Royalite, a high-impact material that is plastic fortified with rubber for strength and easy handling. They are not harmed by water, oils, grease and most chemicals, and slide easily in and out of the storage lockers. Color and finish are built in and they cannot chip or peel and there are no splinters or sharp edges. The trays are made in practical sizes, are unbreakable and easily cleaned, they can be marked for identification and are especially practical for use in home eco-



nomics departments, art and science rooms, laboratories and workshops. **Hollywood Plastic Arts, 513 E. Ninth St., Los Angeles 15, Calif.**

For more details circle #16 on mailing card.

mobile efficiency and comfort

...engineered for durability





A 3316-S17-B2, tablet 13x17"
B 6340-S7-H19, tablet 12x23"
C 6701-S7, tablet 12x23"

Write us your needs. We will send you full illustrative material.

THONET INDUSTRIES INC., DEPT. G4
 One Park Avenue, New York 16, N. Y.

showrooms: NEW YORK, CHICAGO, DALLAS, LOS ANGELES, STATESVILLE, N. C.





Nesbitt "package" consists of unit ventilator (center), with finned-tube radiation housed in grilled casings extending to each side.

Nesbitt Syncretizer with Wind•O•Line Radiation eliminates "wall of ice" along window surfaces

Low outside temperatures create "walls of ice" along schoolroom window areas. Nesbitt Syncretizers with Wind•O•Line Radiation substitute a blanket of warmth for the "wall of ice," and thus eliminate cold downdrafts from the windows.

The Syncretizer, attractive heating-ventilating unit, draws in room air, blending the proper amount of fresh outside air to ventilate classrooms efficiently, ending energy-sapping stuffiness.

Extending from both sides of the Syncretizer,

Wind•O•Line's finned tubes radiate heated air the entire length of the window sills. Together, as heating and ventilating units, Nesbitt Syncretizers with Wind•O•Line Radiation keep classrooms fresh and comfortable.

For full data and prices on these and other products for schools offered by American Blower — Ventilating Fans, Unit Heaters and Power Roof Ventilators — contact our nearest branch office, or write direct.

AMERICAN BLOWER CORPORATION, DETROIT 32, MICHIGAN
CANADIAN SIROCCO COMPANY, LTD., WINDSOR, ONTARIO
Division of AMERICAN-Standard

AMERICAN



BLOWER

What's New ...

* *it's Magic!*

(the things you
can do with
**PRANG AQUA
TEXTILE COLORS**)



In thousands of classrooms throughout the country, Prang Aqua Colors are gathering laurels as an exciting new art medium for children of all ages.

A magic medium! All colors come ready to use right from the jar—water is the magic mixing medium—No muss or fuss—Makes "cleanup time" more fun! Prang Aqua Colors are wonderfully washable and wearable, too.

A natural stimulus for students to create "take home" gifts for every seasonal or festive occasion. Decorative articles they make themselves will be kept and treasured long after their school days are over. *Easy-to-follow classroom tested instructions guide you every step of the way!*

See the array of dependable Prang magic-mixing media on sale everywhere. Write to our Educational Department for free colorful "idea" literature! Dept. NS-54.

a THE AMERICAN CRAYON COMPANY
SANDUSKY, OHIO NEW YORK

Dixie Cups Imprinted With Health Messages

The Dixie Cup Company has introduced a new series of cups imprinted



with safety and health messages designed to appeal to children. Messages were developed through extensive field testing and research to add interest and appeal to drinking milk. Nine different messages are included in each series. Dixie Cup Co., Easton, Pa.

For more details circle #17 on mailing card.

Incandescent Lamps Give Increased Light

Increases in light output, ranging from six to 15 per cent, without the use of additional electricity, are the result of General Electric research and development in incandescent light bulbs. The improved bulbs will result in great savings to the consumer and are being made available first in large wattage units. Eventually all incandescent bulbs will be available in the new form, according to reports.

The increased light output is achieved through improving the tungsten filament by making basic design changes; altering the mount structure so that the filament is positioned lengthwise, or axially, in the bulb, and substituting coiled-coil filaments for singly coiled ones. General Electric Co., Nela Park, Cleveland 12, Ohio.

For more details circle #18 on mailing card.

Green-Yellow Slide Rule Reduces Eyestrain

It is said to be much easier to read fine calibrations on the new Green-Yellow Eye-Saver Slide Rules. The manufacturer states that white slide rules reflect all colors of the spectrum and can cause eyestrain, blurring and errors in reading calibrations. The green-yellow rules are said to focus exactly on the retina for easy reading without strain.

Made of light alloy, these rules are noncorrosive and nonrusting. They cannot swell or get out of alignment. By use of metal the rules can be calibrated to seven decimal points with complete accuracy. Pickett & Eckel, Inc., 1109 S. Fremont, Alhambra, Calif.

For more details circle #19 on mailing card.

(Continued on page 206)



Direct Prices &
Discounts to
Schools, Churches,
Clubs, Lodges and
All Organizations



Full line of
folding chairs



Above: Transport-
Storage Truck No.
TSC

Right: Transport-
Storage Truck No.
TSS

MONROE TRUCKS

Transport and store your folding tables and chairs the easy, modern way with Monroe All-Steel Trucks. Each truck is designed to handle either tables or chairs. Construction of Truck No. TSC permits storage in limited space.



WRITE FOR CATALOG,
PRICES AND DISCOUNTS



THE Monroe COMPANY
76 CHURCH STREET, COLFAX, IOWA



No wonder *the School Board looks happy!*

...they put in **TILE-TEX FLOORS**

What has Tile-Tex got to do with these happy grins? Just this. The board members are pleased they went along with the school superintendent's recommendations to install Tile-Tex floor-tile products throughout the new building.

The board has just inspected one of the corridors. Flexachrome vinyl-asbestos tile was used here because of its ease of maintenance and exceptional wearing qualities. Flexachrome was also selected for the cafeteria, home-economics room, kitchen and labs, since a greaseproof, acid- and alkali-resistant floor was needed.

In the classrooms, offices and auditorium, the choice was economical Tile-Tex asphalt tile. The answer for the manual-training areas and boiler room was rugged, greaseproof Tuff-Tex floor tile.

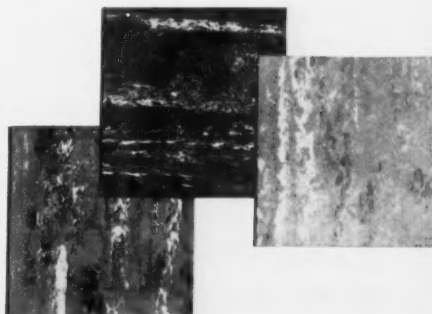
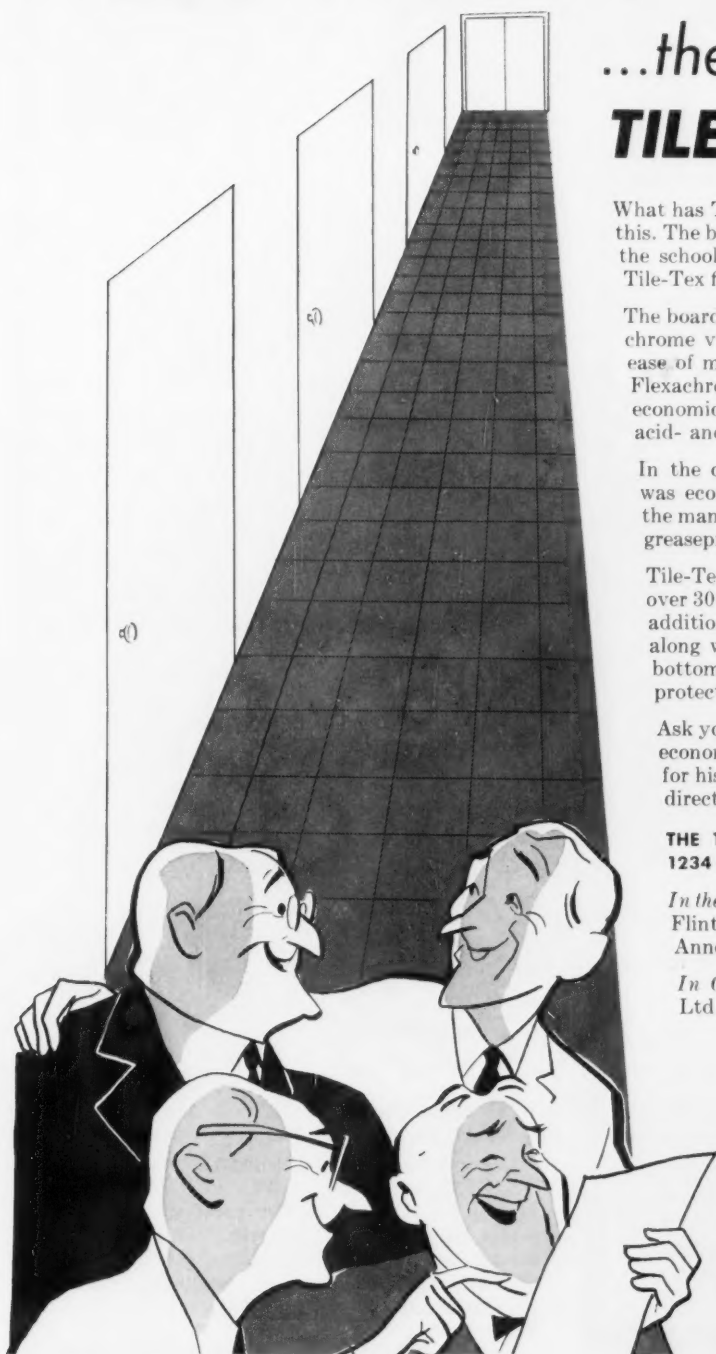
Tile-Tex asphalt tile has been a favorite in schools for over 30 years. Today, it's a greater value than ever! In addition, products like Flexachrome and Tuff-Tex, along with the other resilient floor tiles listed at the bottom of the page, make it possible to obtain extra protection or extra decorative effects in special areas.

Ask your Tile-Tex Contractor about how quickly and economically Tile-Tex Floors can be installed. Look for his name in the classified pages of your telephone directory, or write:

THE TILE-TEX DIVISION, THE FLINTKOTE COMPANY
1234 McKinley Avenue, Chicago Heights, Illinois

In the 11 Western states: Pioneer Division, The Flintkote Company, P. O. Box 2218, Terminal Annex, Los Angeles, Calif.

In Canada: The Flintkote Company of Canada, Ltd., 30th Street, Long Branch, Toronto.



TILE-TEX... Floors of Lasting Beauty

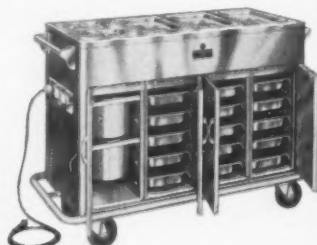
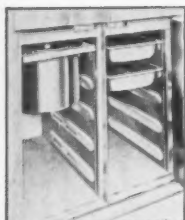
Manufacturers of Flexachrome*... Tile-Tex*... Tuff-Tex*... Vitachrome*... Holiday†... Mura-Tex*
...and Modnar†, the "plank-shaped" asphalt tile in wood-tone colors. *Reg. U.S. Pat. Off. †Trademark of The Flintkote Company

**NOW, NACO HCP ELECTRIC
FOOD CARTS STORE
50% MORE FOOD, KEEP MEALS
HOT HOURS LONGER**



Guess who was served last from a NACO electric food cart!

The girl on the left was last, yet her meal stayed hot, too, because now all NACO HCP models have strip heaters in both top and bottom sections.



And cleaning is a breeze. Tray runners formed on one-piece, die-stamped side panels replace separate angle irons. No cracks or crevices to catch dirt.

Food stays hot hours longer, even in the lower sections because new strip heaters have been added, as well as Fiberglas insulation in the base. Louvered walls allow uniform heat circulation inside compartments.

The new NACO Model HCP-2000 stores 50% more food than Model HCP-165 — actually 373, 26 oz. meals for children or 220 adult-meals, averaging 44 ozs.

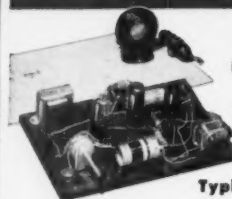
Both Models HCP-165 and HCP-2000 available in standard and deluxe stainless-steel finishes. For Complete information, write:

ATLAS DIVISION
NATIONAL CORNICE WORKS
1323 Channing Street
Los Angeles 21, California

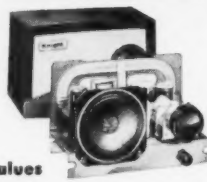


for practical
effective
instruction

**ALLIED'S famous KNIGHT
ELECTRONIC
BUILDERS' KITS**



USED BY
HUNDREDS
OF
SCHOOLS



Typical Kit Values

10-in-1 Radio Lab Kit

Instructive, practical, fascinating. Builds any one of 10 projects: broadcast receiver, amplifier, wireless oscillator, home "broadcaster", code practice set, relay, signal tracer, electronic timer, electronic switch, photo relay. With all parts, tubes, instruction manual. Shpg. wt., 10 lbs.

83 5 265. Only \$12.45

"Ranger II" AC-DC Radio Kit

Popular 5-tube superbet radio project kit. Thousands now used in shop training. Teaches practical radio construction. Commercial quality receiver. Complete kit includes tubes, pre-formed chassis, speaker, loop antenna, all required parts, hardware and easy-to-follow instructions. Shpg. wt., 8 lbs.

83 5 735. Only \$14.85

Dozens of other fine KNIGHT Kits available: Test Instruments, Amplifiers, Receivers, etc. See our Catalog for details.

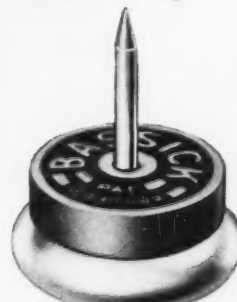


FREE
324-PAGE
ELECTRONIC
SUPPLY GUIDE

Send for the leading buying guide to everything in electronics for the school: Training Kits, Sound and Recording equipment, Lab instruments, Tools, Books, electronic parts, etc. Write for FREE copy.

ALLIED RADIO Specialists in
Electronic Supply for Schools
100 N. Western Ave., Dept. 10-D-6, Chicago 80, Ill.

Shhhhhh!



Talk about quiet in the classroom, and you'll end up whispering about Bassick Rubber-Cushion Glides.

Not only are they noiseless themselves, they keep the racket of moving desks, tables, and chairs down to a whisper too. Their broad, flat, heavy steel bases slide easily—no screeching. Their rubber cushions absorb shocks. Your classrooms need them. Ask for Bassick Rubber-Cushion Glides. THE BASSICK COMPANY, Bridgeport 2, Conn. In Canada: Belleville, Ont.



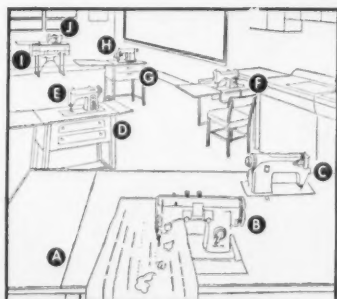
Bassick
A DIVISION OF



MAKING MORE KINDS OF CASTERS... MAKING CASTERS DO MORE



"And White gives us service priority, too?"



FREE CATALOG DESCRIBES (A) 111 sewing table, (B) 666 Automatic Rotary, (C) 611 Sewmaster, (D) 117 maple table, (E) 277 Rotary De Luxe, (F) 785 kitchen cabinet, (G) 21 modern console, (H) 651 Zig-zag Automatic, (I) 119 birch cabinet, (J) 243 Standard.

Yes . . . plus flexible financing, discounts, and rugged machines

Schools find us good people to deal with. (Just ask around.) Service policy: *first priority* to schools. Our discount is exceptionally generous. And, special financing can be arranged.

All WHITE Sewing Machines are simple, rugged, and precision-built. We guarantee—*fully guarantee*—every machine.

Teachers like a WHITE because both teaching and sewing are easier. For example, they praise WHITE's patented "Full-Power Speed Selector." It delivers full power to the needle no matter how slowly the machine is operated. *Really important* for beginning students.

Teaching aids. In addition to those we have always furnished, there are now regular mailings of WHITE *Sew-Easy* leaflets containing helpful "how-to's."

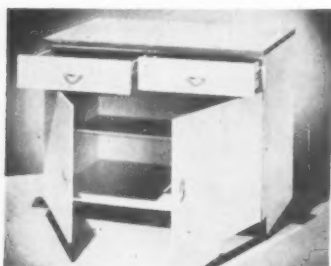
Free school catalog of WHITE Sewing Machines (some shown above) is ready for you. Write us today: Department of Special Services, WHITE SEWING MACHINE CORPORATION, Cleveland 11, Ohio. In Canada, the White Sewing Machine Products, Ltd., 602 King St. W., Toronto, Ont.

WHITE *sewing*
— — — — —
SINCE 1876 **machines**

What's New ...

All Surfaces Plastic Finished on Classroom Cabinets

Plastic laminated surfaces are used throughout interior and exterior areas in



the new line of Multi-Purpose Classroom Cabinets. Designed especially for kindergarten and elementary grade classrooms, the furniture is available in a wide selection of styles. Nevamar laminates in a honey maple pattern are used on the cabinets with a choice of tops in Nevamar nub linen patterns in red, green, blue and yellow. The cabinets are offered in heights of 24 and 36 inches. They are easily movable for various combinations, groupings and uses. The off-set base gives comfortable foot room and the drawers are equipped with molded nylon bearings for smooth, easy opening and closing.

The smooth, firm surfaces of the cabinets, inside and out, resist the destruc-

tive impulses of kindergarten and elementary pupils. They are easily wiped clean and are vermin-proof and immune to food stains, ink and paint. **National School Furniture Co., Odenton, Md.**

For more details circle #20 on mailing card.

Electric Collator Has 24 Bins

A new 24 bin electric collator has been added to the Collamatic Corporation's present line of inexpensive collating equipment. The new model "2400" for preparation of catalogs, manuals, reports and house organs consisting of many pages will result in considerable saving of labor. The collator is equipped with two finger tip starters, each activating its own individual set of 12 bins, so that it can be operated by one or two persons. **Collamatic Corporation, Wayne, N.J.**

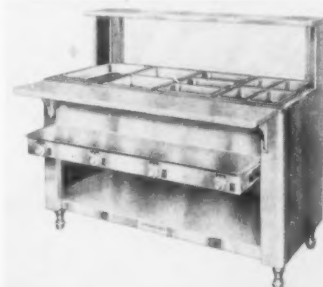
For more details circle #21 on mailing card.

Waterless Food Warmer Has Integral Dish Shelf

A handy shelf to keep serving dishes warm is available with the new Thurma-duke Waterless Food Warmer. The entire warmer may be turned off at the master control switch without disturbing individual heat settings for each food compartment. Each heating compartment is insulated on all sides and bot-

tom with one inch fiberglass or equal to reduce heat loss and help maintain positive temperature control for each kind of food to preserve flavor and reduce shrinkage.

Control knobs are at fingertips on the new warmer which has nothing to burn out and no water pan to clean. The body is of rigid, all welded construction in 20 gauge paint grip steel. Corners are rounded and smooth for ease in cleaning. Adjustable height legs are of corrosion resistant aluminum alloy. The sectional 10 inch hard maple carving board can be removed without tools for cleaning. The company manufactures a complete line of waterless food warm-



ers in sizes and models for every need. **Duke Manufacturing Co., 2305 N. Broadway, Dept. AN, St. Louis 6, Mo.**

For more details circle #22 on mailing card.

(Continued on page 210)

Anticipating the Trend of the Future

THE NEW IRWIN No. 900 CLASSMATE DESK, DESIGNED FOR JR. and SR. HIGH SCHOOLS, IS A REAL PACE SETTER IN DESIGN, IN VALUE, IN USE

- 1. LARGE TRAPEZOIDAL-SHAPED TOP**
designed for maximum writing area, provides good arm support and allows easy ingress and egress.
- 2. POSTURE FORM SEAT AND BACK REST**
induces student to sit upright; provides greater comfort; reduces fatigue.
- 3. LARGE BOOK RACK (OPTIONAL)**
provides visible, readily accessible storage space.
- 4. REQUIRES MINIMUM FLOOR AREA,**
permits close spacing; more desks per room.
- 5. WEIGHT EVENLY DISTRIBUTED,**
provides exceptional strength and stability.
- 6. G-E TEXTOLITE TOPS — School DESK PATTERN or SIMULATED BIRCH.**

Proven through years of test in actual use.

No other desk offers all these functional advantages. For further details concerning the CLASSMATE DESK and the complete line of IRWIN classroom and auditorium furniture . . .



Write for current CATALOG

We broke these truck axles in the lab...



*to save you the **BIG** money!*

Pictured above is a group of once fine and costly INTERNATIONAL axle shafts that have been purposely twisted and broken. This is done to make sure your INTERNATIONAL rear axle will last longer and save you the **BIG** money—the over-the-years operation and maintenance money.

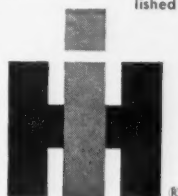
This rigorous axle-twist test is but one of many operations in the chain of INTERNATIONAL engineering that makes **INTERNATIONALS all-truck**. There are no passenger car compromises *anywhere* in INTERNATIONAL design, no passenger car engines or components asked to do a truck job.

And beyond this big plus of all-truck design, INTERNATIONAL gives you functional, practical, money-saving styling—extra comfortable driver-saving cabs—every modern driving feature.

If you use a truck to make money, see your INTERNATIONAL Dealer or Branch and start saving the **BIG** money!

INTERNATIONAL HARVESTER COMPANY • CHICAGO

**INTERNATIONAL®
TRUCKS**



In the **INTERNATIONAL Engineering Laboratory**, axle shafts are tested by twisting them back and forth—hundreds of times—at stress points far beyond those of any normal truck operation. Axle shafts are approved for manufacture only when they withstand a prescribed high number of twists. Production line axle shafts must conform to the quality standards set up by this rigid test.



Model S-163 SCHOOLMASTER® 48-pupil capacity. One in the complete INTERNATIONAL line for 8 to 66 passengers . . . 6 school bus chassis, 2 METRO® school buses. Meets or exceeds all established standards.

**All-Truck Built to
save you the **BIG** money!**

Motor Trucks • Crawler Tractors • Industrial Power
McCormick® Farm Equipment and Farmall® Tractors

**new ideas
in restaurant
design**



**SHOWN IN
LATEST CHICAGO
HARDWARE FOUNDRY
BROCHURE**



**HOTELS
SCHOOLS
INDUSTRY
HOSPITALS**

**Write Today for
Your Copy**

Dozens of photos show you how famous designers use "CHF" Stools and Tables to create award winning interiors that attract customers and hold their patronage. Warm friendliness of Amber Forever Solid Bronze . . . the glowing beauty of colorful porcelain enamel . . . see how these and all the other "CHF" finishes lend their particular charm to these modern interiors. Write today for your copy (we'll include color catalogs and information on Sani-Dri Electric Hand and Hair Dryers).

THE CHICAGO HARDWARE FOUNDRY COMPANY
3346 Commonwealth Ave.
North Chicago,
Illinois

**Trend to New
Sani-Dri
Electric Hand Dryers**

Modern washrooms call for the economy and cleanliness of automatic electric drying. Sani-Dri is the original and only complete line.



**USED ONLY
MINUTES A DAY**



**these LAKESIDE
STAINLESS STEEL
HEAVY DUTY CARTS**



**Pay their
Way!**

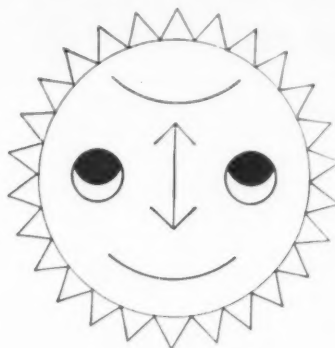
Save only 7 to 8 minutes a day with Lakeside Heavy Duty Carts and they pay for themselves in less than a year. You KNOW you'll save much more, using them in your school kitchen and cafeteria, in your home economics and sciences classes . . . any work than can be put on wheels . . . so start using LAKESIDE now!

MODEL 411 (right) 15 1/2 x 24" shelves	\$48.00
MODEL 433 (center) 17 1/2 x 27" shelves	\$53.00
MODEL 526 (left) 17 1/2 x 27" Lab. Cart	\$59.00

FOB Milwaukee, slightly higher in West. See your dealer or write today

LAKESIDE MFG. Inc. 1967 S. ALLIS STREET
MILWAUKEE 7, WIS.

The tragic fact, our doctors tell us, is that every third cancer death is a needless death. . . twice as many could be saved.



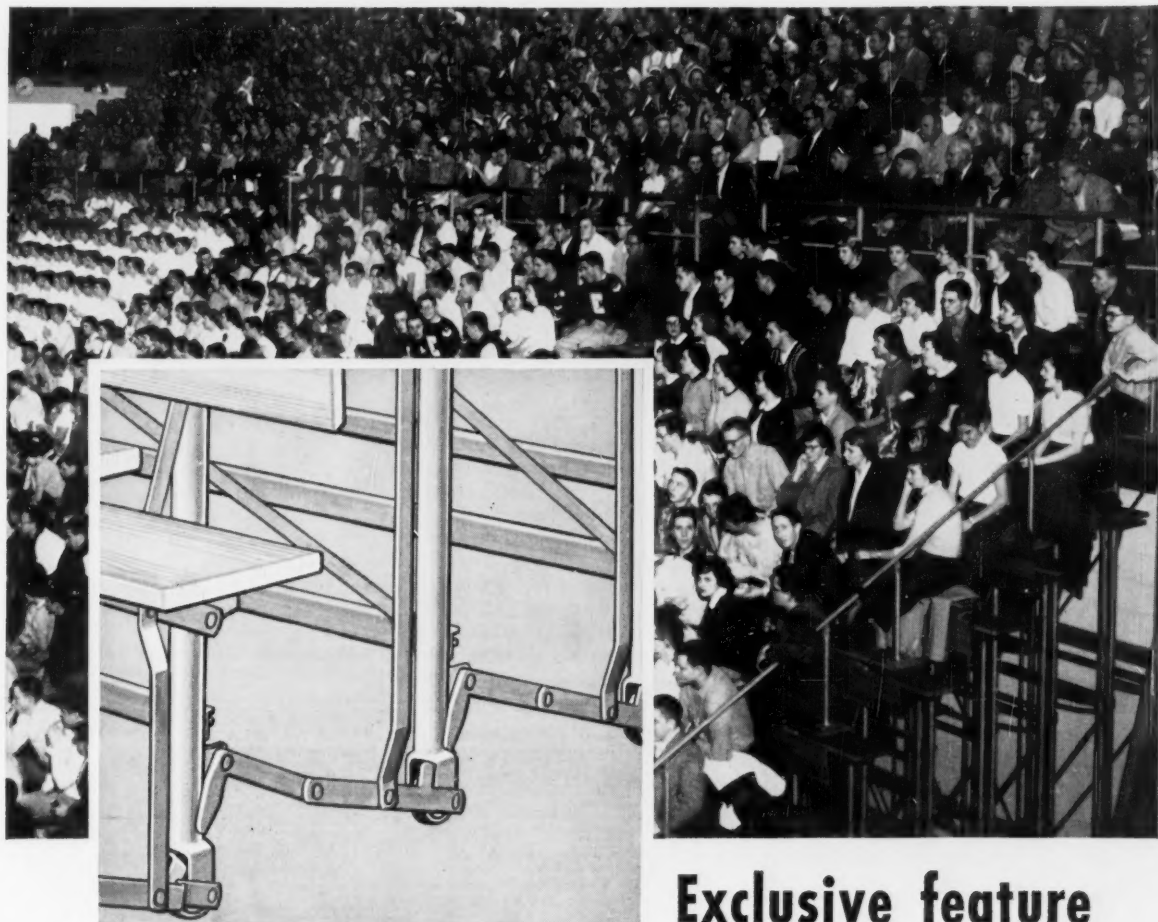
LET'S LOOK AT THE BRIGHTER SIDE

Many thousands of Americans are cured of cancer every year. More and more people are going to their doctors *in time* . . . To learn how to head off cancer, call the American Cancer Society or write to "Cancer" in care of your local Post Office.

American Cancer Society



Fully-automatic, mechanical row locking without the weight of spectators...



Exclusive feature of Brunswick-Horn Folding Gym Seating

The difference between Brunswick-Horn and conventional folding gymnasium seating is a combination of a number of exclusive features that adds up to greater comfort, safety, convenience, economy and value. Safety? Consider the Brunswick-Horn principle of row locking.

Each row is locked automatically and mechanically as the seating is opened. Floor plates or shoes are not required. More important...

spectator weight is not required. Thus, you are protected against movement or accidental folding of the unit even when it is only partially filled. Here's a measure of safety that no spring-loaded locking mechanism can ever offer.

Your Brunswick-Horn representative will be happy to tell you more about this, and the many other features of Brunswick-Horn equipment. Call him today!

See SWEET'S $\frac{22 J}{Ho}$

THE BRUNSWICK-BALKE-COLLENDER COMPANY
Horn Division • Marion, Virginia



What's New ...

Spotlight Designed for Arenas and Stadiums

The Super Trouper arc spotlight is designed by Strong Electric Corporation



especially for use in arenas, stadiums, fairgrounds and large auditoriums and theaters. The Super Trouper is equipped with combination transformer and selenium rectifier, drawing 10 amperes from the 220 volt AC power source and converting it to proper DC voltage for the arc. Carbons are 6 mm by 9 inch copper coated negative and 7 mm by 12 inch copper coated positive, with burning time of one hour twenty minutes at 33 volts and 46 amperes direct current.

Throw is variable from minimum 24 inch "head spot" to maximum 75 foot "flood" at 300 foot length. The color

boomerang contains six slides which are quickly inserted and released. A small blower cools the selenium conversion units and color slides.

The vertical tilt pivot adjusts from 42 to 55 inches from the floor and the entire equipment is mounted on casters for portability with retractable legs for solid mounting. **Strong Electric Corp., 52 City Park Ave., Toledo 2, Ohio.**

For more details circle #23 on mailing card.

Craft Kit Stimulates Creative Ability

A new craft kit for creating original designs and reproducing them as many times as desired has just been announced. Called Prang's Magic Making Design Kit, the unit introduces interesting new printing techniques that were developed after extensive studio experimentation and field testing.

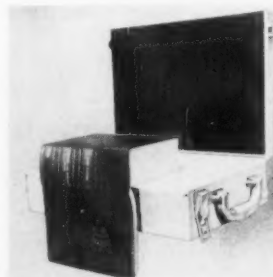
Accompanying the kit are detailed step-by-step instructions colorfully illustrated with examples of the work that any pupil or teacher can create. Also included are four jars of textile colors, hardwood interchangeable screen frames, squeegee applicator, stencil paper, stencil knife, tape, crayons, cord inserter, and an assortment of other materials for making the original printing designs. **American Crayon Co., Sandusky, Ohio.**

For more details circle #24 on mailing card.

Portable Photocopy Unit Handles Books

Pages of books or reports can be quickly copied with the new Copease Portable Photocopy Unit. The new machine fits into a briefcase for easy carrying to place of need in making clear, permanent copies of almost any written, printed, typed, drawn or photographed material. Copies can be made from color or black and white originals, in sizes up to legal paper.

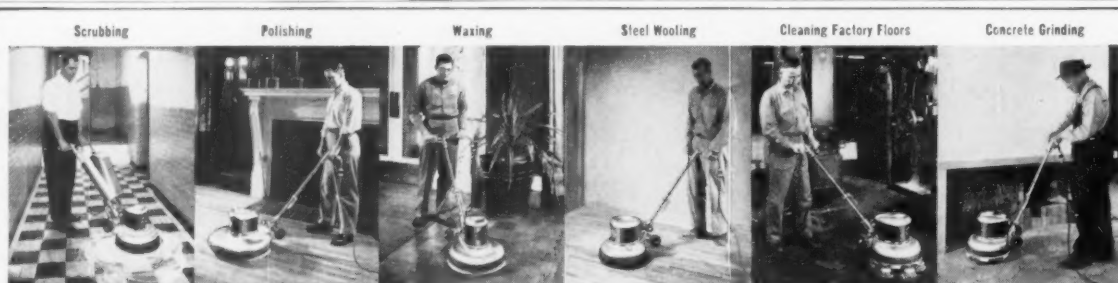
The machine is easily operated by placing the original in the photocopy with a sheet of sensitized paper and flipping the switch. The all-metal unit weighs only 12½ pounds. A special storage com-



partment within the printer protects exposed negatives until they are developed. **Copease Corporation, 270 Park Ave., New York 17.**

For more details circle #25 on mailing card.

(Continued on page 212)



American Machines Save Dollars For Management ... Are Easiest To Use, Do More Work For You!



Wet Pick-Up

Dry Pick-Up

Wall Cleaning

Rug Dry Cleaning

Cleaning Blinds

Vacuuming Rugs

You'll be amazed at the difference in dollars saved, work saved, with the NEW No. 1 floor maintenance machine line ... all-new American Machines for any floor, any rug, any budget! Ask for an on-the-job demonstration at no cost or obligation. Write ...

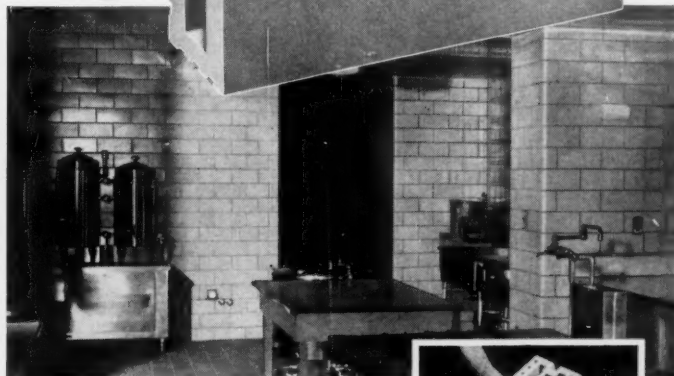
PERFORMANCE PROVED MAINTENANCE MACHINES ... WORLD-WIDE SALES AND SERVICE

THE **AMERICAN**
FLOOR SURFACING MACHINE CO.
ESTABLISHED 1903

548 S. St. Clair St., Toledo 3, Ohio

NATCO CERAMIC GLAZE VITRITILE

*is a many-feature material—it's beautiful,
it's maintenance free,
it's fireproof,
it's load-bearing*



Interior views of Divine Savior High School, Milwaukee, Wisconsin. Natco Ceramic Glaze Vitritile—6T series, used for interior walls. Architect—E. Breilmaier & Sons, Milwaukee, Wisconsin. Contractor—Hunzinger Company, Butler, Wisconsin.

When the time comes for the all-important decision on interior wall materials for your school, church or institutional buildings, make sure the planners have the facts on Natco ceramic glaze Vitritile.

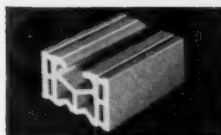
First of all Vitritile is a strong, load-bearing structural clay unit which provides a finished facing—all in one operation. Its adaptability and beauty have been demonstrated in some of the most outstanding schools and churches.

Vitritile is fireproof, vandal and wear resistant—withstands the abuse of years of hard service—stays germ resistant and sanitary.

It requires no maintenance—no repainting ever—soap and water keeps it new looking in its original colors.

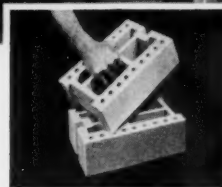
Made in modular dimensions and including a variety of shapes and fittings. It lays up fast and easy, saving material and labor costs in construction.

Its wide range of attractive permanent colors offer a selection suitable for use in corridors, classrooms, cafeterias, gymnasiums, auditoriums, locker and wash rooms, lobbies and foyers. Write for detailed information on this remarkable building material—Vitritile Bulletins 4D-1255, 6T-1155, 8W-455 and color standards bulletin CC-55.



DRI-SPEEDWALL TILE

Completely fireproof; highly impervious to moisture; automatically insulates. Available in manganese spot and buff unglazed finishes.



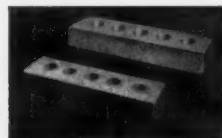
UNIWALL FACING TILE

For single unit wall construction. Exposed surfaces of the units have unglazed rugged exterior finish and buff-ceramic glaze interior finish. 4" x 12" face size, nominal 8" thickness.



NATCO STAIRTREAD TILE

For simplified design and economical stairway construction. Rugged, fireproof, permanently slip-proof with high resistance to abrasion and wear.



NATCO FACE BRICK

Beauty and variety which add strength and character to the structure. Norman, Roman and standard size Face Brick are available in Red, Buff and Gray ranges.



NATCO CORPORATION



327 Fifth Avenue, Pittsburgh 22, Pennsylvania

District Sales Offices

Boston 16, Mass., 20 Providence Street, Tel. Hubbard 2-3549—2-3556
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Detroit 2, Mich., 2842 West Grand Boulevard, Tel. Trinity 3-0310
New York 17, N.Y., 205-17 East 42nd Street, Tel. Murray Hill 4-1922

North Birmingham 7, Ala., P.O. Box 5476, Tel. Birmingham 4-1881
Philadelphia 2, Pa., 1518 Walnut Street, Tel. Pennypacker 5-5112
Pittsburgh 22, Pa., 327 Fifth Avenue, Tel. Grant 1-9370
Syracuse 10, N.Y., 225 Kensington Place, Tel. Syracuse 76-1569

In Canada: Natco Clay Products Limited, 57 Bloor Street, West, Toronto 5, Ontario

What's New ...

MC-31 Floor Machine for Large Area Cleaning

Ten thousand square feet of floor area can be polished in thirty minutes



with the new giant 31 inch Multi-Clean floor machine. It is especially effective in cleaning and polishing corridors and other large unobstructed floor areas. It has a brush covering area of 855 square inches and will scrub, polish or steel wool a floor in minimum time.

The new MC-31 is equipped with a powerful 1½ h.p. motor and has all the features and quality construction of standard Multi-Clean machines. The gear unit is sealed and permanently lubricated. The dual type safety switch cuts off automatically when finger grip

is released, or may be locked on for continuous operation. The non-marking rubber wheels make the machine highly mobile and a heavy-duty axle prevents sagging or wheel spread. The brush attachment consists of four 12 inch diameter brushes mounted on ball bearing drive plates, which are attached to a main driving disc. Special locking devices hold them securely, but they are easily slipped on or off for other attachments. **Multi-Clean Products, Inc., 2277 Ford Pkwy., St. Paul 1, Minn.**

For more details circle #26 on mailing card.

Low-Calorie Cake Is Low in Cost

The result of careful research, the new Gumpert Low-Calorie Cake base and cake icing has moderate material cost. It has less than half the calories of a regular cake, according to the report of a food testing laboratory, yet is delicious in flavor. The new cake with icing should prove a boon for certain special diet patients. **S. Gumpert Co., 812 Jersey Ave., Jersey City 2, N. J.**

For more details circle #27 on mailing card.

Nickel-Chrome Plate on Food Service Pieces

Coffee and tea service, casseroles and other food service pieces are now available with an attractive protective plate

of nickel-chrome. Platecraft Metal-Clad Chinaware has a hard shell of protection which is attractive and durable and keeps beverages piping hot longer than unplated ware. The attractive service is available in a gleaming luster or a rich satin finish. The coating will not tarnish, requires no polishing and does not have to be replated. It rinses sparkling clean in a dishwashing machine and requires minimum care. Since only the exterior surfaces are metal clad there is no possibility of metallic contamination of beverage flavors.

The metal-clad chinaware is made by a secret Swedish process. It is designed especially for institutional use and is



available in coffee pots, tea pots, sugar bowls, creamers and casseroles in a wide selection of styles. **Platecraft of America, Inc., 43 Pearl St., Buffalo 2, N.Y.**

For more details circle #28 on mailing card.

(Continued on page 214)



★ a new 1956 problems in

★ democracy text . . .

YOUTH FACES AMERICAN CITIZENSHIP

by Leo J. Alilunas
and J. Woodrow Sayre edited by Stanley E. Dimond



. . . a new social problems text for the high school grades. This balanced study in democratic living views the social, economic, and political problems of the past and present in regard to their effect on democratic living and the role of the citizen in a free governmental system.



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Now - LABORATORY FURNITURE by TOLCO



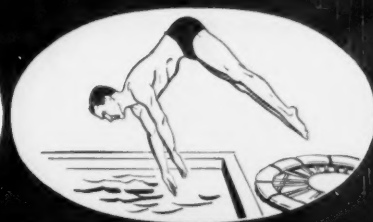
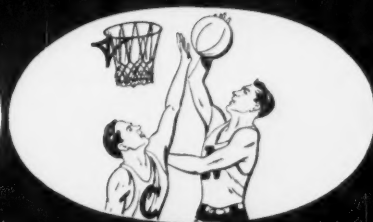
Laboratory Furniture is the newest addition to the TOLCO line of fine school equipment. Your Chemistry, Physics, Biology or General Science laboratories can now be equipped with Tolco furniture. You can save the expense of custom engineering and factory installation charges. It will pay you and your school to investigate.

WRITE FOR INFORMATION

THE TOLERTON COMPANY

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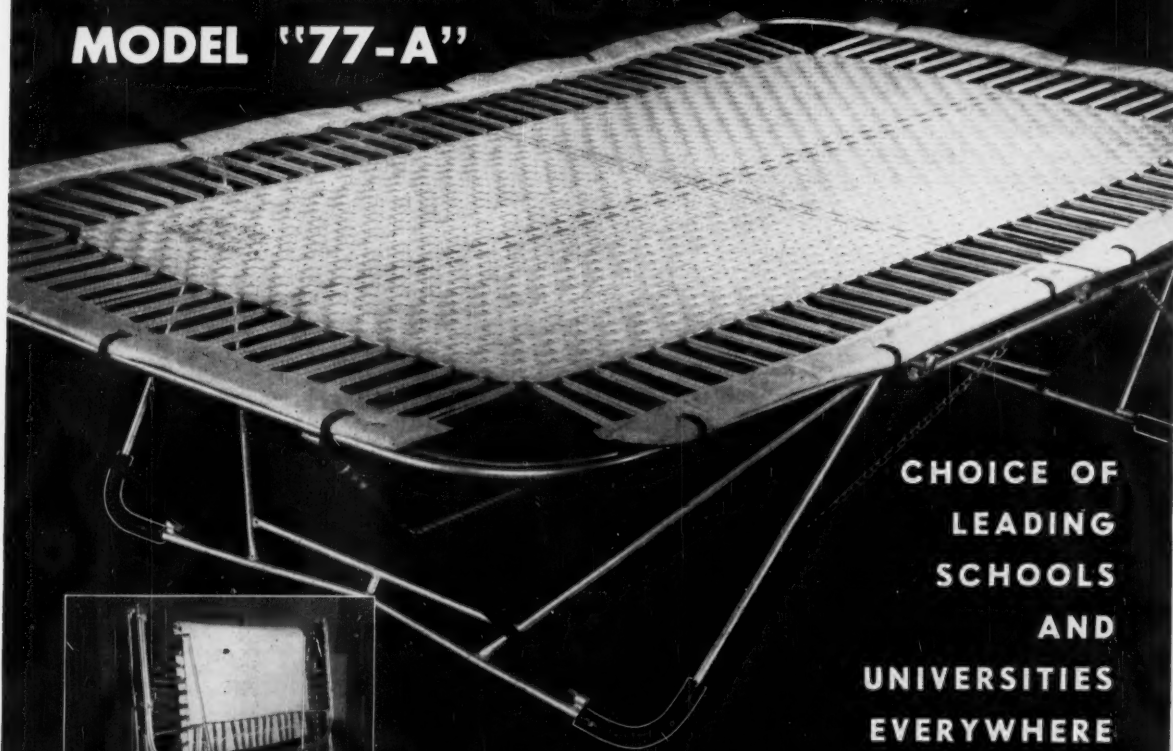
ALLIANCE, OHIO



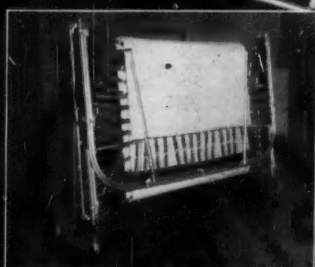
Build Winning Teams...

with NISSEN TRAMPOLINES*

MODEL "77-A"



CHOICE OF
LEADING
SCHOOLS
AND
UNIVERSITIES
EVERYWHERE



FLASHFOLD FOLDING for
quick, easy, out-of-the-way
storage.



If it isn't a NISSEN, it isn't a TRAMPOLINE

NISSEN

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Cedar Rapids, Iowa
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NISSEN TRAMPOLINE COMPANY

200 A. Avenue, N. W.
Cedar Rapids, Iowa

Please send me free information on "How to Use the Nissen Trampoline Model '77-A' in our Training and Physical Education Program" — a personalized Nissen service.

Name

Representing

Address

City Zone State

What's New ...

Refrigerated Milk Dispenser Is Self-Leveling

Automatic dispensing of milk containers at convenient counter level is provided with the new Lowerator Mobile Refrigerated Milk Dispenser. It can be easily wheeled into counter openings or adjacent to serving lines and accommodates milk cartons or bottles of any size or shape. The all-swivel casters and the handle facilitate positioning.



The mobile, compact, self-contained unit features sanitary, refrigerated interim storage. The calibrated spring mechanism keeps the top rack always at the same convenient level, whether the unit is full, half-filled or nearly empty. The dispenser is of all stainless

steel construction with the dispensing unit, compressor, evaporator and thermostat completely enclosed. The new unit has Underwriters Laboratories approval, according to the manufacturer. **American Machine & Foundry Co., Lowerator Div., 261 Madison Ave., New York 16.** For more details circle #29 on mailing card.

Vari-Air System For Heating and Cooling

Space saving is one advantage of the new Vari-Air system of heating, ventilating and cooling schools and public buildings. The Vari-Air system is designed to meet all health and comfort standards and at the same time is flexible, reasonable in initial cost, economical to operate, and requires little maintenance. In addition to "silent" heating and ventilating, Vari-Air provides an economical unit for practical air conditioning of schools. **C. A. Dunham Co., 400 W. Madison St., Chicago 6.** For more details circle #30 on mailing card.

Increased Production with Multilith Duplicator

Field tests on the new 1956 Class 1250 Series Multilith Process Duplicator indicate that output can be doubled with the new machine. Special features designed into the machine increase pro-

duction and broaden usage for every duplicating job. An Automatic Blanket Cleaner completely removes the image from the blanket in less than five seconds, according to report. Hand cleaning of the blanket has been eliminated, improving cleanliness of operation, speed and simplicity.

Other improvements in the new model include an Automatic Platex Applicator for controlled automatic moistening of the master, and an Automatic Master Clamp Cylinder which opens and closes automatically to provide a new, fast means of attaching straight edge Multilith masters. The basic machine is so designed that optional features can be



incorporated to provide a combination suited to various requirements. **Addressograph-Multigraph Corp., 1200 Babbitt Rd., Cleveland 17, Ohio.** For more details circle #31 on mailing card.

(Continued on page 216)



DETTRA FEATURES

- Famous "Bulldog" Bunting
- Long-Lasting "Dura-Lite" Nylon
- Beautiful, lustrous "Glory Gloss"
- Decorations
- Flag Accessories

ASK YOUR DEALER OR WRITE DETTRA FOR DETAILED DESCRIPTIVE LITERATURE

FLAGS FOR SCHOOLS

U.S. AND STATE FLAGS

Dettra—flagmaker to the Nation for 50 years, offers American flags in a wide variety of styles, sizes and materials . . . ideal for schoolroom, assembly hall, playing field.

★ ★ ★ ★ ★ ★ ★ ★ ★ ★
★ ASK ABOUT ★
★ DETTRA'S ★
★ COLOR-SOUND FILM ★
★ "OUR U.S. FLAG" ★
★ A wonderful way to tell ★
★ the story of the flag. ★
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DETTRA FLAG COMPANY, INC.

Dept. N, Oaks, Pa.

(Within sight of Valley Forge)

FUND-RAISING HELP FOR SCHOOL GROUPS

The **READY-JELL Method** is pleasant, quick and profitable

Since 1909 school authorities throughout the country have approved this method of financing the activities of various scholastic clubs, societies and organizations. The Ready-Jell Method helps in teaching organization planning, salesmanship and enterprise. Our files bulge with success stories. Help your school group to reach its goal: suggest the Ready-Jell Method of fund raising. Complete details on request. No obligation of course.

FREE SALES MANUAL

Valuable guide to successful fund-raising. Includes planning, organizing, sales-tips and easy to understand directions.



READY-JELL

Manufacturing Co. Inc.

322 Third Avenue, Troy, N. Y.

HERRICK STAINLESS STEEL* REFRIGERATORS

Maximum Convenience for the Chef

Many features of HERRICK Stainless Steel Refrigerators are specifically designed to save time and work for the chef. He'll find HERRICK remarkably easy to use. In addition, HERRICK's built-in convenience will contribute to higher efficiency for all your kitchen personnel. Write for the name of your nearest HERRICK supplier.

* Also available with white enamel finish



HERRICK Model SS60B
Self-Contained Reach-in

Visit us at the
Restaurant Show,
May 7-11,
Booths D92 and D94.

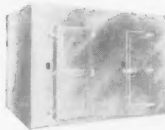
HERRICK manufactures a complete line of:



Reach-in
Refrigerators

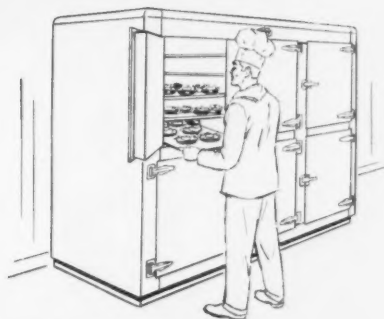


Remote
Freezers



Walk-in
Coolers

HERRICK REFRIGERATOR COMPANY • Waterloo, Iowa
Dept. N., Commercial Refrigeration Division



16-Gauge Stainless Steel Tray Angle Slides Available for All HERRICK Models

Bottoms of trays rest on slides for maximum support. Angle slides removable in sections for cleaning. Any desired horizontal and vertical spacing is available.

CHECK THESE HERRICK CONVENIENCE FEATURES

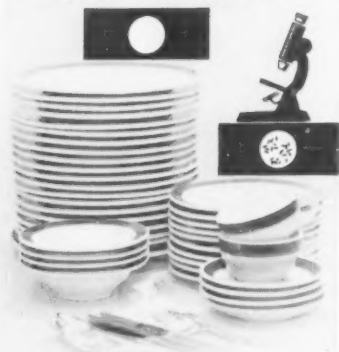
- **Ball-Bearing Hinges**
Make heavy refrigerator doors work easily. Cast brass construction, chrome plated.
- **Automatic Door Latches**
Open effortlessly, close automatically. Locking eye for padlock. Strike is adjustable.
- **Automatic Interior Door-Switch Lighting**
Illuminates interior automatically. Saves time and bother of turning on a switch.
- **Adjustable Shelves**
Easily changed to fit any specific need. Adjustable every 1/2 inch.
- **All Compartments Easily Accessible**
Average height person can reach them without excessive bending or stretching.

Typical Installations

HERRICK Refrigerators are Performance-Proved at:

Webster Groves Jr. High School
Webster Groves, Missouri
Colorado A & M College
Ft. Collins, Colorado
Michigan State Normal School
Ypsilanti, Michigan
Kirkwood Sr. High School
Kirkwood, Missouri
Lamar State College
Beaumont, Texas
University of Kansas
Lawrence, Kansas
Highland Park High School
Highland Park, Illinois

your dishes are
Microscopically
Clean with a
Kewanee!



Save the extra wages you pay to have dishes washed by hand—and have plates, cups, glasses, silverware, pots and pans washed faster and sanitarily clean! A Kewanee Dishwasher washes, sanitizes and dries dishes at the rate of over 2000 per hour. Wash water at 120° to 160° begins sanitation... rinse water at 180° positively kills pathogenic bacteria. Rapid air-drying prevents recontamination from towels.

A Kewanee heats and pumps its own water... no booster is needed for your present system. You save on wages, dish breakage, wasted detergent and hot water. Optionals include extra plastisol-coated dish baskets and space-saver drainboards for extra loading and drying space.



**THIS COUPON COULD SAVE YOU
A THOUSAND DOLLARS OR MORE
IN 1956! MAIL IT TODAY!**

Kewanee Dishwasher
802 Burlington Ave.
Kewanee, Illinois

Rush complete facts on time-saving, money-saving KEWANEE DISHWASHERS—at no cost or obligation.

Name _____

Establishment _____

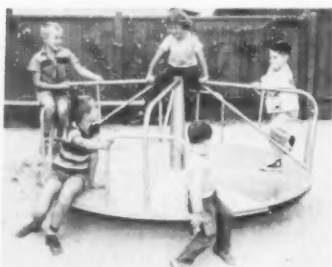
Street _____

City _____ State _____

What's New ...

Merry-Go-Round Spins 30 Children in Safety

Gaily colored to appeal to youngsters, the new Safety-Spin merry-go-round



which can carry 30 children at a time, has safety features that make riding safe as well as fun. The merry-go-round designed for school and public use, has an eight foot, four-piece round deck of 16 gauge diamond pattern nonslip steel, with 1 1/4 inch flat steel bar reinforcements. Deck sections are painted in red, green, yellow and blue. Four scientifically designed handles are provided, and the five inch centerpost rests on a 2 1/2 inch shaft fitted with two bearings which do not require lubrication. The sections, broken down for easy, economical shipment, can easily be assembled on the playground with standard tools. **Jamison Mfg. Co., 8800 S. Mettler St., Los Angeles 3, Calif.**

For more details circle #32 on mailing card.

Floor Cleaners For "Hard," "Soft" Surfaces

Floor cleaners tailor-made for "hard" and "soft" floor surfaces have been developed by Klenzade Products, Inc. Klenzade Hard Floor cleaner is designed particularly for use on concrete, tile, marble, wood, brick and similar materials. The powered detergent contains no soap, being composed only of active cleaning and free-rinsing ingredients, for quick efficient application.

Klenzade Soft Floor Cleaner, a liquid preparation, was developed particularly for an effective cleaning job on surfaces such as linoleum, rubber, cork tile and asphalt tile. **Klenzade Products, Inc., Beloit, Wis.**

For more details circle #33 on mailing card.

Increased Glare Shade in LSA Sunscreen

The new LSA KoolShade Sunscreen provides high glare-shading efficiency. The new material used in the shade is described as ideal for glare control to properly daylight school rooms, libraries, offices and other areas. The screen is designed to protect windows against the build-up of excessive solar heat and glare at all hours of the day, and all seasons of the year.

Virtually all the outward visibility of regular screening is permitted with the

new LSA KoolShade, yet it is said to afford greater protection against heat than a structural overhang. Installed flush to the outside of the windows, the new screen requires no tilting or other adjustment. The unique 24 degree eclipse angle proved by the tiny tilted louvers of the screen provide the cooling effect. The angle was developed by careful testing and is designed to maintain proper illumination levels, ensure brightness balance throughout the year, and keep out the maximum amount of solar heat. It is also effective in protecting furnishings from sun fading. **KoolShade, Reflectal Corporation, 310 S. Michigan Ave., Chicago 4.**

For more details circle #34 on mailing card.

Support Bracket for Baseboard Covers

A 12 gauge, channel-shaped, steel bracket is now standard equipment on the STB Slope Top Radiant Baseboard covers manufactured by Kritzer Radiant Coils. The new brackets extend the full height of the cover and, in addition to ensuring proper registration of mounting holes, they add to the rigidity and durability of the assembly. Only two mounting holes per bracket are required, regardless of the height of the cover, thereby reducing installation labor. Stirrups, adjustable for pitch on steam installations, are held securely to the bracket by a single thread-cutting screw. **Kritzer Radiant Coils, 2901 Lawrence Ave., Chicago 25.**

For more details circle #35 on mailing card.

Typewriter Table Is Adjustable

The new Model No. 105 Adjustable Typewriter Table was designed and engineered by school officials, according to the manufacturer. The new table is an economically priced unit with the fea-



tures of an adjustable desk. It is 18 by 34 inches in size and the typewriter platform is adjustable from a height of 26 to a height of 30 inches. It is sturdily constructed for classroom use. **Desks of America, Inc., P. O. Box 6185, Bridgeport 6, Conn.**

For more details circle #36 on mailing card.

(Continued on page 218)

HOW LARGE should a classroom be?

The right sized classroom today may be wrong next semester. The only way to make sure your classrooms will be the right size as needs change is to have movable walls.

Complete flexibility of HAUSERMAN Classroom Walls provides a low-cost means of reallocating space to meet the needs of ever-changing activities and curriculum. Accessories, including chalkboards, tackboards, closets, book shelves and magnetic thumb tacks, make HAUSERMAN Walls working walls.

Electric services are easily accessible for changes and additions. HAUSERMAN Walls are fire-safe . . . help control sound. The lifetime, baked-enamel HAUSERMAN finish eliminates the need for periodic wall repainting . . . retains its beauty with only routine soap-and-water washing, resulting in substantial maintenance savings.

HAUSERMAN

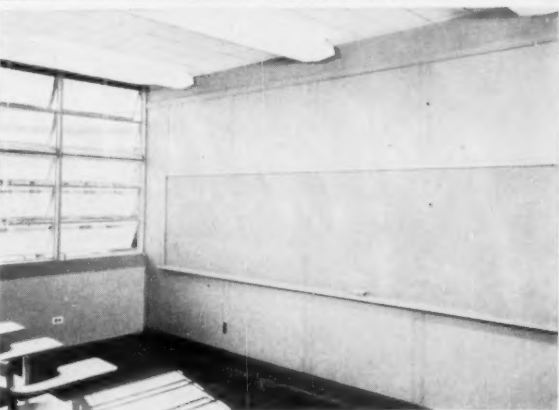
MOVABLE



INTERIORS

This free brochure

entitled "Flexibility in the Coordinated Classroom," deals with classroom interior flexibility and its impact both on the psychological and physical environment of the student and the requirements of the community. It also reviews application of Movable HAUSERMAN Classroom Walls to the problem of long-term school interior flexibility. If you write today, you will receive your free copy shortly.



THE E. F. HAUSERMAN COMPANY
7476 Grant Avenue, Cleveland, Ohio

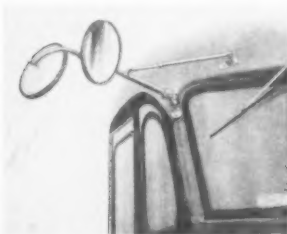
Please send your free brochure.

Name _____
Title _____
Street _____
City _____
State _____

What's New ...

Rear-View Bus Mirror for Exterior Mounting

A new rear-view mirror for exterior mounting, which will permit positive



and unobstructed vision of the right side and lower front of a school bus from the driver's seat, has been introduced by the Griffin Lamp Company.

The unit consists of two 6 1/8 inch diameter mirrors, mounted on the same bracket for attachment to the top of the right-hand windshield post. One is beamed to reflect the area near the right-hand side of the bus; the other shows any activity in the vicinity of the front bumper.

Constructed of heavy 10 gauge steel the bracket adjusts horizontally and vertically. 3/4 inch 18 gauge outside tubing extends from 20 to 25 inches and is crysoated to prevent rust and finished with two coats of baked aluminum.

Mirror arm support brace is cadmium-plated and the replaceable mirror glass is secured into position against 22 gauge steel back by a special rubber guard. Griffin Lamp Co., 401 S. Third St., Hamilton, Ohio or Shelby, Miss.

For more details circle #37 on mailing card.

Heavy Duty Casters for Food Service Equipment

A new "50-55" medium duty series has been added to the line of Gleason casters. They are especially adaptable for use on food serving carts and trucks and other institutional wheeled equipment. The new series includes plate and stem type swivel and stationary casters with heavy duty rubber wheels in sizes including 2 1/2 by 1 1/8 inches, three by 1 1/4 inches, four by 1 1/4 inches and five by 1 1/4 inches. A large selection of stems is offered in different types and sizes for stem caster applications. Side brakes or threadguards can be provided.

Wheels on the new line of casters are made of premium quality rubber compounds, blended to ensure easy starting and frictionless rolling with long trouble-free performance. Self lubricating oil-less bearings are standard and ball bearing wheels are available if desired. Gleason Corporation, 250 N. 12th St., Milwaukee 3, Wis.

For more details circle #38 on mailing card

(Continued on page 220)

Legge Damp Sweep Tool Designed to Clean Corners

Corners can be thoroughly damp swept with the new Model No. 3 Legge Damp Sweep Tool. The triangular shape of the brush makes it easy to clean any corner without extra work or effort, and speeds damp sweeping of the entire floor.

It is easily maneuvered because of the special double swivel connecting the five foot aluminum handle to the triangular brush. Direction of the mop is easily changed at any time without lifting the implement from the floor. A taped center hole on the sweeping cloth



provided with the mop makes it easy to use. The cloth is launderable for continuous use. Walter G. Legge Co., Inc., 101 Park Ave., New York 17.

For more details circle #39 on mailing card.

Leaves air mint fresh!

Mintol

the multi-purpose industrial disinfectant with the fresh mint leaf aroma

MINTOL disinfectant has a coefficient of 9. Diluted half a cup to the pail of water, it meets the new Use Dilution Confirmatory Test.

SANITIZES THE SURFACE

KILLS BACTERIA

DEODORIZES

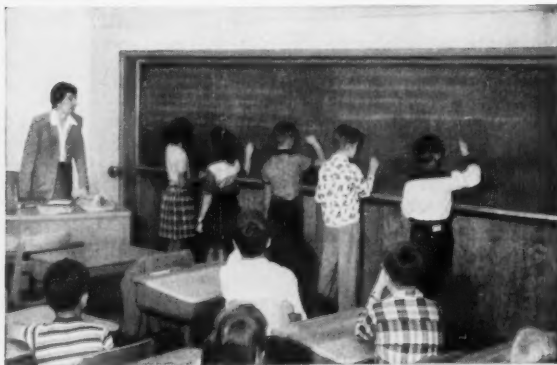
For free sanitary survey of your premises ask your Dolge service man

Dependable
DOLGE
WESTPORT, CONNECTICUT

BARBER
COLMAN

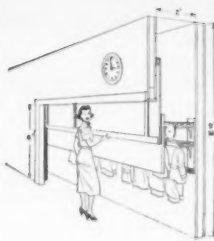
Barcol®

WARDROBE door



WARDROBE BEHIND CHALKBOARD

is reached by easy upward movement of 2-section Barcol WARDROBE door. Full-view opening gives teacher control of "cloak-room rush." Provides more working wall space for chalkboard or tackboard, more usable floor space clear of pivots and hinges. Advertised to school officials. Call your Barcol distributor... under "Doors" in phone book.



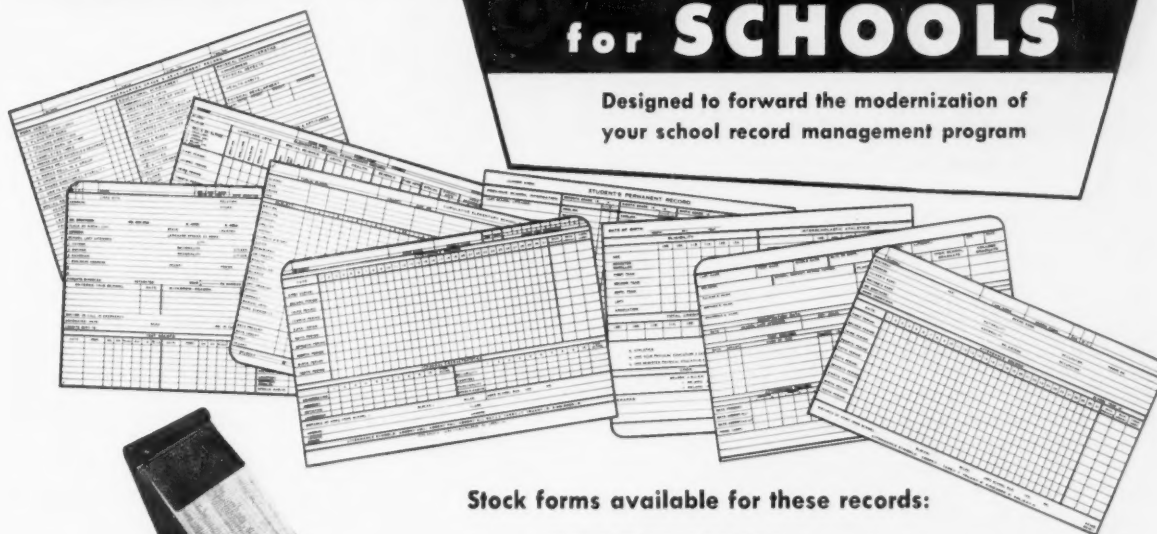
Barber-Colman Company

DEPT. NB64, ROCKFORD, ILL.

ACME VISIBLE

RECORD SYSTEMS for SCHOOLS

Designed to forward the modernization of
your school record management program



Stock forms available for these records:

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- Kindergarten Development
- Teacher's Classroom Scholarship and Attendance
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JUNIOR HIGH SCHOOLS

- Student's Permanent History Record

SENIOR HIGH SCHOOLS

- Student's Permanent History Record
- Attendance
- Program Record
- Physical Education Department Record

TEACHERS

- Teacher's Accumulative Service Record
- Teacher's Accumulated Leave Record
- Teacher's Payroll

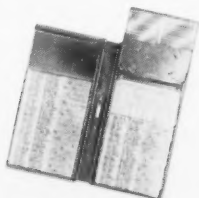
MISCELLANEOUS

- Family Census
- Book Rental
- Supply and Cafeteria Inventory Control
- Purchase
- Property
- Visual Aids Film Booking Schedule

FUNDS EXPENDITURE BUDGET CONTROL

- Executive Appropriation and Allotment Ledger

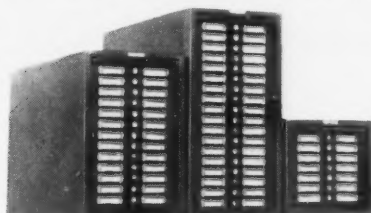
Light compact units to hold 38 or 51
cards. For handling of student records
in the classroom.



Ideal for cumulative grades taken from
classroom records, combined with en-
rollment and vital statistic records.



Flexoline Insite Indexes are recom-
mended for alphabetical lists of students
and cross index to home room or class.



Acme Cabinets with varying number
of trays; capacities from 469 to 2528
records. Designed to suit your require-
ments for management control.

ACME VISIBLE RECORDS, INC.

CROZET, VIRGINIA

Offices and Representatives in Principal Cities

MAIL COUPON TODAY!

Send us literature showing school record forms.

L45C

We are interested in Acme Visible equipment for _____ records,
kind of record _____

School _____

Attention _____

City _____ Zone _____ State _____

What's New ...

Product Literature

• The new 1956 Oneida Ambassador school bus is the subject on an attractive four-color folder released by Oneida Products Corp., Canastota, N.Y. Cutaway drawings and color illustrations are shown on each feature of the new bus which has been completely redesigned for increased safety and comfort. New features include the triple fluted wrap-around bumper, double corrugated rub rails, Oneidaramic vision, more comfort and safety in the entrance door and improved features for increased driver efficiency. Also included in the folder is information on the nation-wide safety contest for safest school bus driver which is being conducted by Oneida.

For more details circle #40 on mailing card.

• Manual 800, "Tile for Swimming Pools," is designed as an aid to the planning and construction of an indoor swimming pool. The latest recommended standards for indoor pools as approved by the Amateur Athletic Union of the United States, National Collegiate Athletic Association and the YMCA are presented in the booklet. A number of detailed drawings giving cross-section and evaluation details of curb tops, rims and ladder recesses for competitive and other types of pools are also included in the 12 page manual. Plan and eleva-

tion views for complete layout of a competitive pool are given in the center spread of the booklet which also has basic tile specifications for both indoor and outdoor swimming pools. Specifications and technical references were prepared in collaboration with Harold R. Sleeper, F.A.I.A. and the booklet is available from American-Olean Tile Co., 1000 Cannon Ave., Lansdale, Pa.

For more details circle #41 on mailing card.

• A reading time of five minutes is indicated for the eight-page booklet entitled, "A Boiler Room Ballad . . . or how they saved money for salaries." Presented in dialogue style the booklet gives an imaginary conversation between a school superintendent and an informed custodian explaining cost savings in the operation of a school heating plant. A cartoon technic is used in the illustrations in the folder which is designated as booklet 541 and is available from Illinois Engineering Co., Div. of American Air Filter Co., 2035 S. Racine, Chicago 8.

For more details circle #42 on mailing card.

• A folding table-tennis table called the Tuck-a-Way is described in a catalog sheet offered by Sico Mtg. Co., Inc., 5215 Eden Ave. S., Minneapolis 24, Minn. Illustrations of the table open and folded, specifications and descriptive details are included in the sheet.

For more details circle #43 on mailing card.

(Continued on page 222)

• The features of Ironbound Continuous Strip Maple Floors for school classrooms, gymnasiums, laboratories, auditoriums and other public building use are described in a new four-color brochure available from Robbins Flooring Co., Reed City, Mich. The folder carries four attractive color illustrations of Ironbound flooring in typical school installations. Robbins Ironbound flooring is described as Northern rock maple special tongue and groove sections imbedded in mastic with sections interlocked by saw-toothed steel splines. The folder also gives a partial list of installations of ironbound flooring in schools and colleges.

For more details circle #44 on mailing card.

• Microlite and Super Fine glass fiber insulation for heat control and sound absorption are discussed in a new four page folder. Performance and conductivity charts for the insulating blankets, and properties and uses for acoustical applications and air duct installations are discussed in Folder No. WAF-1 offered by L.O.F. Glass Fibers Co., 1810 Madison Ave., Toledo 1, Ohio.

For more details circle #45 on mailing card.

• The new Laboratory Glassware Catalog, LP 36, is now available from Corning Glass Works, Corning, N.Y. All numbers listed in the catalog are standard items.

For more details circle #46 on mailing card.



Lesson in economy . . .

Meterflo™

DISPENSERS

. for
automatic
self-service
bulk milk
dispensing




Simply by touching a button or dropping a coin METERFLO DISPENSERS deliver a CONTROLLED PORTION of refrigerated milk AUTOMATICALLY.

These features permit dual use of METERFLO Units in Schools, Universities, Hospitals and Industrial feeding as a self-service milk dispenser in food service lines during meal hours; or as a self-service coin-operated milk vendor for refreshment service 'round the clock. Whether you seek to solve one or both problems, METERFLO's Floor Model design, using 5 and 10 gal. dairy cans provides the utmost in economy and service.

Model D 2-S/10-F2

Write today for further information on Meterflo Units as used at Notre Dame Univ., Univ. of Wisc., Mich. State Univ., Hurley Hosp., Genl. Motors Corp. and many others.






Now is the BEST time To Get Your Equipment

This is the time to buy kitchen and lunchroom equipment and supplies for the coming year with those reserve funds you've managed to save. Put that allocated money to work NOW — and end the semester with your needs fulfilled and all paid for. You can get all your food service requirements—from dishes and dishwashers to cutlery and ranges—from among the 50,000 items sold by DON.

Delivery When You Want It!

Place your order now and you'll receive the equipment and supplies anytime you specify. Take advantage of this opportunity for which you have planned, and be prepared for the Fall Semester from the funds still on hand. As always—

Satisfaction Guaranteed or Money Back!

Write Dept. 16 for a DON Salesman to call.

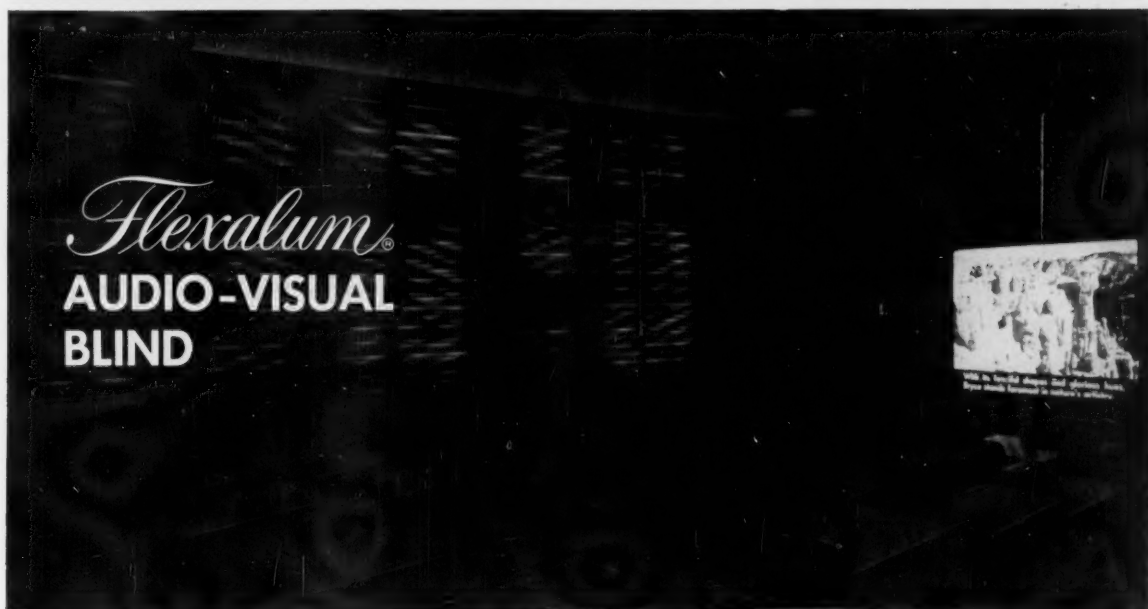
EDWARD DON & COMPANY

GENERAL HEADQUARTERS—2201 S. LaSalle St.—Chicago 16, Ill.
Branches in MIAMI • MINNEAPOLIS • ST. PAUL • PHILADELPHIA • HOUSTON

Meterflo DISPENSERS
(Patented & Pat. Pend.)

Dept. 16
627 Grove Street
Evanston, Illinois

New *Flexalum*® Audio-Visual blind keeps out 30 times more daylight!



Field tests just completed by a leading independent testing laboratory* show that the new Flexalum Audio-Visual Blind keeps out 30 times more daylight than a fully-closed conventional blind. With the flick of a cord, it turned a sunny classroom into a dark auditorium—easily meeting the requirements of

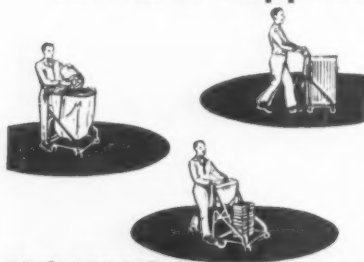
the Illumination Engineers Society for *motion picture theaters*! (Even with an opaque-type projector, the image was reported "clear, sharp, with good color"). Here, at last, is the blind that meets your daily classroom needs for audio-visual instruction at a moment's notice.



*Complete 20-page report of tests conducted by U. S. Testing Company sent on request. Write to: Hunter Douglas Corp., Dept. D-4, 150 Broadway, New York 38, N. Y. (In Canada: Hunter Douglas Ltd., Dept., DC-4, 9500 St. Lawrence Blvd., Montreal, Que.)

What's New ...

Collect Wastepaper ... Handle Trash ... Move Supplies



YOUNGS Janitor Carts do all three!

This Janitor Cart converts instantly from bag carrier to a sturdy platform truck.

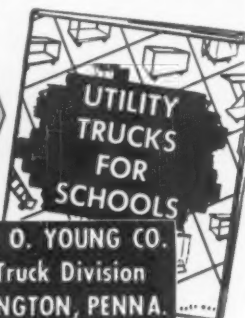
Canvas bag holds over 5 bushels; 140 sq. in. steel deck can safely handle 300 lb. loads.



Model D-90

- YOUNGS Janitor Carts roll easily and quietly, whether the load is trash, wastepaper or supplies. They will not mark the finest floors. Waste baskets and trash cans can be emptied into the widely outstretched canvas bags quickly and without spill.
- Light in weight, YOUNGS Janitor Carts are readily carried on stairs. Ball-bearing swivel casters in front allow them to be steered with little effort.
- Available in two platform models; Model D-93 (not shown) has approximately twice the D-90 capacity in all respects. Five non-platform styles also available.

Write for free catalog S-48



THE PAUL O. YOUNG CO.
School Truck Division
LINE LEXINGTON, PENNA.

• A 175-page book, "This Is Trampolining," is now available from Nissen Trampoline Co., 200 A Ave. N.W., Cedar Rapids, Iowa at \$8.00 per copy. Written by Jim Norman and Frank LaDue, both trampolining experts, the book contains nearly 500 "flip-picture" photographs showing step by step demonstrations of popular trampolining exercises. Also sketches and cartoons are used with descriptive text to explain many trampolining stunts and games. The book also includes teaching principles, programs, lesson plans and instructions for assembly and care of the trampoline.

For more details circle #47 on mailing card.

• Descriptive information on the **Amplisonic Vibroscope** as a tuning aid in physics laboratories, and a list of experiments for teaching, are given in a new booklet released by William T. Rawley, Box 111, Wardsboro, Vt. The experiment-manual is in two parts, Part I designed for both high school and first year college classes and Part II for first year college.

For more details circle #48 on mailing card.

• Actual samples of the twenty standard Mills colors available for toilet compartments, shower and dressing rooms and shower units are incorporated into the new **Catalog No. 56-T on Mills Metal Partitions**. In addition to the color swatches, the 20 page catalog contains information on Marblmetal ceiling hung and floor braced compartments, Sentinel and Metal Flush compartments, shower and dressing rooms, standard hardware, suggested layouts and specifications. The catalog is indexed and contains a list of local representatives. It is available from Mills Metal Compartment Co., Div. of The Mills Company, 965 Wayside Rd., Cleveland 10, Ohio.

For more details circle #49 on mailing card.

• A complete, illustrated, **technical and specification lighting catalog** has been published by the Cold Cathode Lighting Corp., 42-40 27th St., Long Island City 1, N. Y. Designed to give the basic data required by administrators, architects and engineers, the multi-colored catalog discusses the numerous uses of cold cathode lighting. Each section is fully illustrated.

For more details circle #50 on mailing card.

• The **Annotated List of Phonograph Records** for classroom use is offered in the 1956 edition of the **CRS Audio-Visual Catalog**. Issued by the Children's Reading Service, Audio-Visual Dept., 1078 St. John's Place, Brooklyn 13, N. Y., the catalog presents more than 1000 carefully chosen phonograph records, filmstrips, tape recordings and books on music from many manufacturers. Listings are arranged by subject areas and grade groups. A new feature of this sixth edition is the inclusion of a group of pre-recorded tapes.

For more details circle #51 on mailing card.

Film Releases

New films from Britain, "Report on Cyprus," "Land of the Hornbill," "Focus on Kuwait," "Rubber from Malaya," "The Rocket," "Grey Ghosts" and "The Queen's Navy," all 16 mm sound, black and white. "The Heart of England" and "Scottish Highlands," in color, 16 mm sound. **British Information Services, 30 Rockefeller Plaza, New York 20.**

For more details circle #52 on mailing card.

Life in American Indian Tribes, "A Boy of the Navajos," "A Boy of the Seminoles" and "Hopi Indian Village Life," all sound, color or black and white. "Washington, D.C.: Story of Our Capital," "Seeds Grow Into Plants," "Geography of the Pacific States" and "Geography of the North Central States," all sound, color or black and white. "Sir Francis Drake's Life and Voyages," sound, black and white. **Coronet Films, 65 E. South Water St., Chicago 1.**

For more details circle #53 on mailing card.

"The Vanishing Prairie," series of six filmstrips in color based on Walt Disney motion picture. "People of the Reindeer," "Food and People" and "Atmospheric Pressure," all 16 mm sound, black and white. "Worms" and "Crustaceans," 16 mm sound, color or black and white. "Painting Clouds" and "Oriental Brushwork," in color, 16 mm sound. **Encyclopaedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill.**

For more details circle #54 on mailing card.

"Community Responsibilities" and "Leaving It to the Expert" in What is Your Opinion Series for senior high school and adult discussion groups. Set II in Child Development Series, "Children's Play," "Children's Fantasies," "Sibling Relations and Personality" and "Sibling Rivalries and Parents." New films in The Problem Method in Teacher Education series, "Defining the Problem and Gathering Information" and "Using the Information to Solve the Problem." **McGraw-Hill Book Co., Text-Film Dept., 330 W. 42nd St., New York 36.**

For more details circle #55 on mailing card.

Supplier's News

The Brunswick-Balke-Collender Co., 623 S. Wabash, Chicago 5, announces the formation of an **Educational Research Department**. Dr. Russell E. Wilson, authority on educational equipment and its relation to modern teaching methods, will serve as consultant to the new department. A number of leading educational specialists from elementary, secondary and college levels will work with him. Primary objective of the new department will be to relate the Brunswick line of desks, chairs, tables, cabinets and other school equipment to the changing needs of modern teaching methods.

**LOOK
HERE**

**...for the only real difference
in School Buses**



**...and
READ
HERE**

**how Dodge chassis
can cut costs
\$300.00 per bus!**

(as certified by official school records)

**LOCAL SCHOOL SETS
BUS ECONOMY RECORD**



Mr. Clemens—Official records released today show L'Anse Cruese School District's Dodge school buses have set a record for low per-student costs. **Mr. Glen Peters**

All school bus *bodies* are alike, by and large.




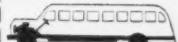
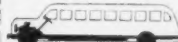
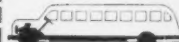
It's the **chassis** that makes the difference—the BIG difference between *high* operating costs and *low* ones.

Dodge costs are lower—less, in the long run, than even chassis with lower initial cost. In fact, school bus operators have found that DODGE chassis can actually save them \$300.00 and more per unit per year! So . . .

Don't put too much stock in "low bids." Too often it proves *false economy*. See your Dodge dealer and get the **facts** before you decide!

DODGE "Job-Rated" School Bus Chassis

School Bus Chassis for Bodies Accommodating 30, 36, 48, 54, 60, and 66 Passengers

					
MODEL GS6, GS8-153" WB 10,500 and 12,000 lbs. G.V.W. For 30 and 36 pupils.	MODEL HS6, HS8-193" WB 14,500 and 16,000 lbs. G.V.W. For 48 pupils.	MODEL HS6, HS8-217" WB 14,500 and 17,000 lbs. G.V.W. For 54 pupils.	MODEL HHS6, HHS8-217" WB 17,000 and 18,000 lbs. G.V.W. For 54 pupils.	MODEL KS8-236" WB 17,500 and 21,000 lbs. G.V.W. For 60 pupils.	MODEL KS8-254" WB 21,000 lbs. G.V.W. For 66 pupils.

What's New ...

• Useful facts for the buyer of floor maintenance machines are interestingly presented in a new eight page catalog available from The American Floor Surfacing Machine Co., 518 S. St. Clair St., Toledo 3, Ohio. Complete specifications are given on the rotary-type machines and information is presented on the evolution of the all-new line of machines. Line drawings illustrate product features based on user research, and action photographs show the machine in actual use. Fourteen points to check before buying a floor maintenance machine are given in the catalog.

For more details circle #56 on mailing card

• "Heat Flow by Radiation in Buildings" is the subject of a new 48 page manual developed by Infra Insulation Inc., 525 Broadway, New York 12. The manual, printed in two colors, clearly presents the management of the problems connected with heat flow, the conservation of fuel for heating or of power for air conditioning, and the maintenance of comfort in summer and winter. The profusely illustrated booklet also gives information on the newest installation technics for insulating plus specifications on the complete line of Infra Insulations.

For more details circle #57 on mailing card

• Smithcraft Architectural Troffers are the subject of a 36-page catalog released by Smithcraft Lighting Division, Chelsea 50, Mass. Complete information on these newly redesigned lighting fixtures is given in the catalog which is divided into sections to aid in the selection of lighting units. Cutaway photographs show features of the fixtures and their installations. Line drawings indicate candlepower distribution and each detail is carefully described and illustrated.

For more details circle #58 on mailing card

• A new compilation of "ASTM Standards on Soaps and Other Detergents (With Related Information)" has been published by the American Society for Testing Materials, 1916 Race St., Philadelphia 3, Pa. The 176 page book, bound in heavy paper cover, lists 42 specifications and tests, six of which are new and 12 revised since the previous edition published in March 1952. The book sells for \$2.50 per copy.

For more details circle #59 on mailing card

• Shell Oil Co., 50 W. 50th St., New York 20, has released a pamphlet describing a series of seven science films available from that company. They are part of a large collection of teaching films designed as supplements to classroom work or as material for programs in assemblies or other phases of the educational program. The films are non-commercial, all 16 mm with sound, some in color.

For more details circle #60 on mailing card

• The complete line of Game-time playground equipment, gymnasium apparatus and steel folding chairs is covered in the new Catalog 956 released by Game-time Inc., Litchfield, Mich. Descriptive information and photographs of the line, designed for safety, durability, easy installation and low maintenance, are covered in the 32 page booklet.

For more details circle #61 on mailing card

• The "Power Shop" line of radial arm type machines is the subject of a revised 20 page catalog and descriptive booklet published by DeWalt Inc., Lancaster, Pa. Information on the Model MB-F 1956 version of the Model MB-C Power Shop, featuring twelve major design changes, is presented in the new catalog. Descriptive data on several recently announced accessories for the basic machine are also included in Form SP-58-55.

For more details circle #62 on mailing card

• "Ing-Rich Porcelpanels for School Construction" are the subject of a new design data file published by Ingram-Richardson Mfg. Co., Beaver Falls, Pa. Photographs, technical data and architectural drawings on four basic types of porcelain enameled panels are included in Data File No. 300 bound in convenient form for quick reference when filed.

For more details circle #63 on mailing card

Duracite LABORATORY TESTED CHALKBOARDS

Outlast the building! Testing labs find Duracite good for 100+ years' classroom use! Easier writing, erasing. Resists abrasion, impact and humidity. Standard and special colors. Designed as fixed wall attachment or prefab, portable units.

Also: Factory Built Units

Prefabricated at factory to reduce cost of installation. Available in every desired size and arrangement of Chalkboard and Bulletin boards.

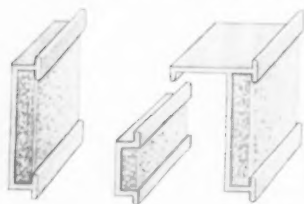
EXTRUDED ALUMINUM TRIM

For all Chalkboard and Bulletin Board installations. Superior to wood. Economical, permanent finish. No upkeep.

MAP RAIL

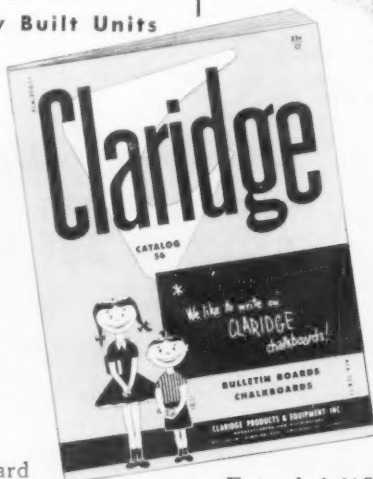
Extruded aluminum, with cork insert or without. Sliding hangers, fixtures. Can use with present wood trim.

Write for Samples.



CORK Bulletins

Finely ground, high-grade cork all the way through. No lower grades underneath. Mounted on heavy burlap. Soft, resilient, easy to clean. Three beautiful new pastels to blend with your color scheme, and washable! Samples sent on request.



WRITE for Catalog 56

Aluminum Framed Bulletin Boards & DISPLAY CASES

Extruded 63S alloy sections in etched and anodized dull satin. Widths and heights optional, thickness depending on wall. Fine brass hardware is aluminum-finished.



Claridge

6731 N. Olmsted
Dept. 346 • Chicago 31

PROD Ind

USE THESE CARDS

(We pay the postage)

Key

- 1 Schoolmaster Bus
International Harvester Co.
- 2 Agatone Floor Tile
B. F. Goodrich Co.
- 3 Portable Folding Stage
Midwest Folding Products
- 4 Shop Equipment
Standard Pressed Steel Co.
- 5 Intercom System
Rawland-Borg Corp.
- 6 Table and Chair
The Peabody Seating Co., Inc.
- 7 Super Salvage for Towels
Dundee Mills
- 8 Coffee, Tea, Hot Water Maker
Lyons-Alpha Products Co., Inc.
- 9 Dishwasher
The Colson Corp.
- 10 Grounding Receptacle
Arrow-Hart & Hegeman Electric Co.
- 11 Skylight Green Pane
Corrulux Division
- 12 Fluoromic Lamp
Duro-Test Corp.
- 13 Gas Ranges
Morley Mfg. Co.
- 14 Pan Steam Cooker
The Cleveland Range Co.
- 15 Chalk-Off Cloth
Majestic Wax Co.
- 16 Plastic Tote Trays
Hollywood Plastic Arts
- 17 Dixie Cup with Messages
Dixie Cup Co.
- 18 Improved Light Bulbs
General Electric Co.
- 19 Eye-Saver Slide Rule
Pickett & Eckel, Inc.
- 20 Multi-Purpose Cabinets
National School Furniture Co., Inc.
- 21 Model "2400" Collator
Collamatic Corp.



These cards are detachable and are provided for the convenience of our subscribers, and those to whom they pass their copies, in obtaining information on products and services advertised in this issue or described in the "What's New" Section. See reverse side.

April, 1956

Please ask the manufacturers, indicated by the numbers I have circled, to send further literature and information provided there is no charge or obligation.

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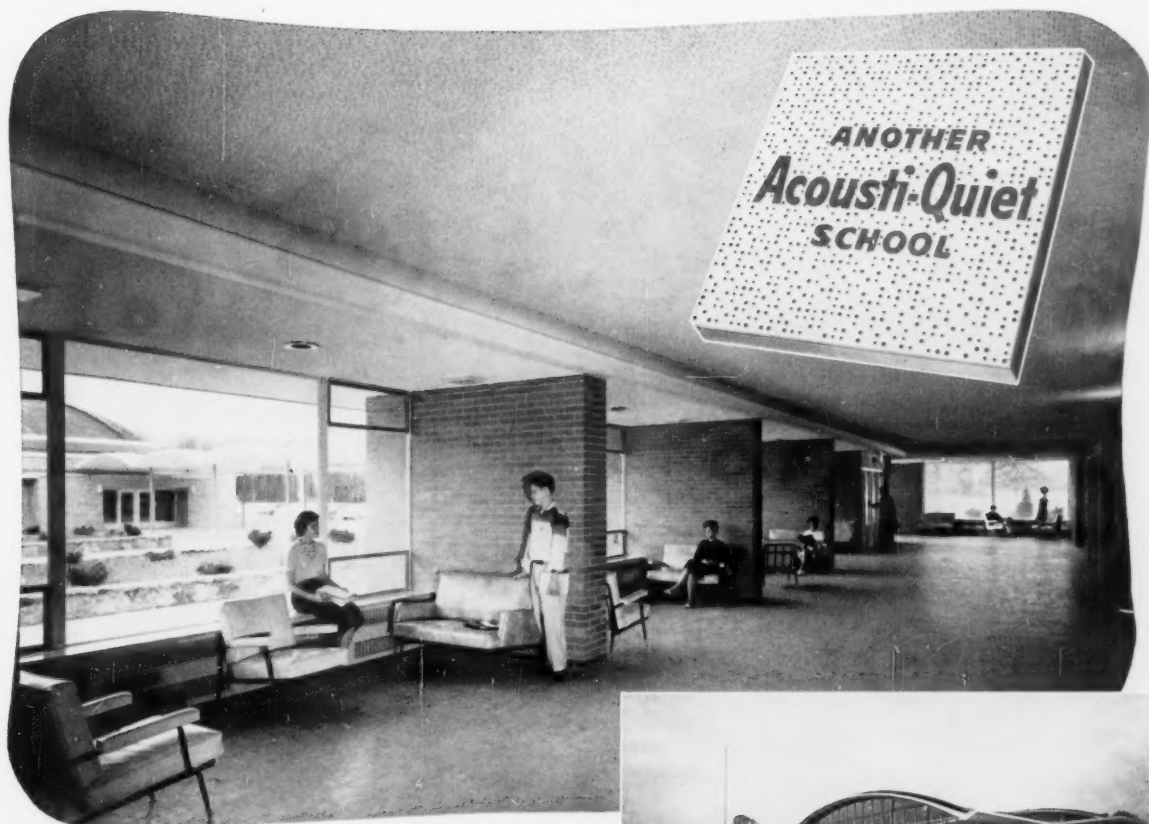
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Edsel Ford High School, Dearborn, Michigan, showing corridor with Acousti-Celotex Sound Conditioning installation.
Architect: Eberle M. Smith Associates, Inc., Detroit, Michigan.
Acousti-Celotex Contractor: R. E. Leggett Company, Dearborn, Michigan.

Noise is "Designed Out" of Modern High School

Acousti-Celotex Sound Conditioning brings many benefits to the Edsel Ford High School. Important among them is the acoustical treatment of the dual-purpose corridor (*illus.*). It is designed to accommodate heavy student traffic and to serve as an area where students may gather to converse or relax in an atmosphere of *quiet*.

Effective Solution—A sound-absorbing ceiling of Acousti-Celotex Tile arrests disturbing noises in classrooms, libraries, study halls, corridors, foyers, gymnasiums, cafeterias. The resulting *quiet comfort* makes learning and teaching easier, more pleasant. Such a ceiling has high sound-absorption value, is installed in existing

buildings without functional interruption, or during new construction; needs no special maintenance thereafter. It may be washed *repeatedly* and painted *repeatedly* without loss of sound-absorbing properties.

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